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ABSTRACT

Three adult education programs being conducted in Japan are described in the case studies in this packet. The first case study (by K. Moro'oka) describes an adult education center in Ohyama in which education and community services are integrated. The program first put emphasis on community building, then on the development of human resources. Many types of education are offered. The second case (by M. Toko) describes the Citizens' Learning Network in Munakata. It concentrates on leisure education and often uses volunteer teachers. The final program, described by T. Fukuchi, concerns the founding of a university for senior citizens. Called Inamino Gakuen, the institution is the first of its kind, providing continuing education for the aged. The university has a four-year undergraduate college course and a two-year graduate school. The university seeks to challenge students' thinking, develop students' faculties, and promote health and well being. The curriculum includes general education, major subjects, and club activities. A correspondence university program is also offered. (In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors.) (KC)

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ED311176

# WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: JAPAN

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Guidelines for Contributors

August, 1989

# WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

## PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

## ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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# CASE DESCRIPTIONS - BY COUNTRY

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
|---|---|---|---|---|
| *1A/1-8 | ARGENTINA | Overview | Adult Education in Latin America | Isabel Hernandez |
| *1B/1-7 | | Disadvantaged | Education and Elders | Isabel Hernandez |
| 2A/1-26 | AUSTRALIA | Agriculture | Farm Manage. Home Study Program | Barry O'Neill |
| 2B/1-10 | | Citizen | Increasing Citizen Participation in Local Government | Bob Holderness-Roddam |
| 2C/1-11 | | Disadvantaged | School for Seniors | Olga Benham & Sue Vickers |
| 2D/1-16 | | Disadvantaged | Community Living Project | Kath Bleechmore |
| 2E/1-12 | | Disadvantaged | Learning for the Less Mobile | Judith Elsworth |
| 2F/1-9 | | Disadvantaged | UNElearn Group Discuss. Correspond. Programme | Ned Iceton |
| 2G/1-15 | | Disadvantaged | Women's Access Prog. | Helen Lanauze |
| 2H/1-37 | | Disadvantaged | Aboriginal Vill. Comm. | Natascha McNamara |
| 2J/1-12 | | Family | Marriage Enrichment | David Kerr |
| 2K/1-22 | | Health | Women's Health--The Middle Years | Deirdre Degeling, Diane Bennett, Fran Everingham |
| 2L/1-9 | | Higher | Preparatory Studies | Michael Crock & Caroline Cottman |
| 2M/1-15 | | Leisure | Discussion Program--Council of Ad. Ed. | Joanne Lee Dow |
| 2N/1-9 | | Leisure | CCE Community Education Program | Bettina Fiegel |
| 2P/1-15 | | Literacy | NSW Board of Adult Ed.--Literacy | Rosie Wickert |

*New cases received since March 1988.

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
|---|---|---|---|---|
| 2Q/1-10 | AUSTRALIA | Personal Citizen | Carringbush Library | Marian Letchen |
| 2R/1-11 | | Professional, Other | Refresher Ed. for Company Directors | John Brady |
| 2S/1-12 | | Professional, Other, Family Citizen | Social Developer's Network | Ned Iceton |
| 2T/1-6 | | Professional, Other | Welcare Program | J. A. McDonell |
| 2U/1-5 | | Professional, Tech. | CPE for Veterinarians | D. Bryden |
| 2V/1-17 | | Professional, Tech. | Country Pediatric Program | Hank Duyverman |
| 2W/1-27 | | Workers | Trade Union Postal Courses Scheme | Elizabeth Bluff |
| 2X/1-11 | | Workers Literacy | Workplace Basic Ed. Project | Jude Newcombe, et al. |
| *2Y/1-2 | | Literacy | Adult Migrant Education | William McGrath |
| *2Z/1-11 | | Personal | Self-Help Adult Education: Univ. of the Third Age | Rick Swindell |
| 4A/1-11 | CAMEROON | Agriculture | AE Progs. in Cameroon | J. A. Nyemba |
| 4B/1-18 | | Agriculture | Agriculture Univ. Center in Extension Program Implementation | J. A. Nyemba |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
|---|---|---|---|---|
| 5A/1-10 | CANADA | Citizen | Buchans Community Trans. Proj. | David Curran |
| 5B/1-16 | | Citizen Workers | Canada Congress for Learning Opportunities for Women | Caroline A.Gaskin |
| 5C/1-11 | | Health Workers | Health Line: Centre for Corp. Health Promotion | Dale I. Pratt |
| 5D/1-8 | | Higher | Distance Ed. at U. Victoria | Margaret Haughey |
| 5E/1-20 | | Literacy | Bathurst Heights Ad. Learning Centre | E. Elysee-Cohen |
| 5F/1-10 | | Literacy | East End Literacy | Elaine Gaber-Katz |
| 5G/1-45 | | Literacy | Learner-Centred Social Services Model of ABE | Patricia A.Rundle |
| 5H/1-22 | | Other | Residential AE in Canada | Wenda Abel |
| 5J/1-16 | | Professional, Tech. | Self Dir. Learning App. to the Training of Medical Doctors | Lynne McTaggart |
| 5K/1-18 | | Professional, Tech. | CPE Program for Family Physicians | Penny A. Jennett |
| *5L/1-13 | | Literacy | International: Literacy and Development | James A. Draper |
| *7A/1-29 | CHILE | Agriculture | Centro El Canelo De Nos | Patricio Donoso |
| *7B/1-12 | | Agriculture | Chile: An Experiment in Nonformal Education in Rural Areas | Marcela Gajardo |
| 6A/1-18 | CHINA | Overview | Chinese Adult Education--At Present and in Prospect | Dong Mingchuan & Zhu Zhongdan |
| 6B/1-25 | | Overview | Aging Issue and Education for the Aged | Dong Mingchuan & Zhu Zhongdan |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
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| *6C/1-6 | CHINA | Overview | Adult Education in Beijing Municipality | Fu Youren |
| *6D/1-8 | | Higher | A University Without Campus | Lin Jun |
| *6E/1-9 | | Workers | A Survey of Beijing's Workers University Graduates | Liu Yongqian |
| *6F/1-40 | | Overview | Postsecondary Education in China | Dong Mingchuan |
| *9A/1-34 | CZECHOSLOVAKIA | Overview Workers | Czechoslovakian Adult Education | Kamil Skoda |
| *9B/1-12 | | Other | House of Culture and Its Function in Adult Education | Pavel Hartl |
| 13A/1-17 | FINLAND | Other | Experimentation in Ad. Ed. Centers | Mirja Virtala |
| 13B/1-4 | | Other | Beginning of Ad. Ed. Planning at the Municipal Level | Jorma Kauppinen |
| 13C/1-6 | | Other | Experiments in Voc. Ad. Ed. | Lea Salminen |
| 13D/1-10 | | Professional, Other | Developmental Work Research Project at Adult Ed. Center | Ilona Koskela |
| 13E/1-6 | | Workers | Union History Project: Study Circles Doing Research | Jorma Kalela |
| 13F/1-10 | | Workers | School for Teaching ADP | Markku Suortamo |
| 13G/1-4 | | Workers | Instruction in Info. Technology | Kerttu Vepsalainen |
| 13H/1-5 | | Workers | Role of Training in Changing a Work Organization | Anneli Pulkkis<br>Veikko Teikari<br>Matti Vartiainen |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
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| 15A/1-11 | GERMANY, FED. REP. | Agriculture | Counseling Courses in Agriculture | Helmut Bugl<br>Felicitas Fehrenbach-Neuman |
| 15B/1-11 | | Citizen | State Center for Political Ed. | Siegfried Schiele |
| 15C/1-19 | | Health<br>Family<br>Personal<br>Other | Catholic Ed. Organ. | Peter Muller |
| 15D/1-18 | | Health<br>Family<br>Personal | Adult Ed. Center | Gabriele Werner |
| 15E/1-14 | | Personal<br>Disadvantaged | Voc. & Social Integration for Turkish Women | Susanne Meyder |
| 15F/1-15 | | Professional, Tech. | Professional Training for Med. Specialists | Hans E. Renschler |
| 15G/1-13 | | Professional, Tech. | In-service Training at Busch | Peter Kilgenstein |
| 15H/1-17 | | Professional, Other<br>Higher<br>Personal | Courses by Radio | Peter Schmoock |
| 15J/1-17 | | Professional, Tech.<br>Professional, Other<br>Higher | CE Center at Univ. of Tubingen | Rainer Funke |
| 15K/1-11 | | Secondary | Evening High School | H. Taigel |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
|---|---|---|---|---|
| 15L/1-11 | GERMANY, FED. REP. | Workers | Center for Cont. Voc. Training, Chamber of Industry & Trade | Nils Peter Esmann Franz Bihler |
| 15M/1-15 | | Workers | Cont. Ed. in Training Companies | Michael Eisenmann |
| 15N/1-17 | | Workers Professional, Tech. | Human Resource & Organ. Dev. | Colin A. Guthrie |
| *15P/1-11 | | Personal | Women's Museum-Wiesbaden | Kim Engels Beatrixe Klein |
| 16A/1-9 | GHANA | Professional, Other | Training Teachers by Distance Education Methods | Joe K. Ansere |
| 16B/1-33 | | Workers | Multi-media Appr. to Effective Teaching | Eric A. Mensah |
| *17A/1-18 | GREECE | Professional, Other | In-service Teachers Training in Greece | Michael Kassotakis |
| 19A/1-6 | HONG KONG | Literacy | Literacy Program | Grace Mak |
| *20A/1-19 | HUNGARY | Personal | Protecting Our Environment | Mihaly Sari |
| *20B/1-33 | | Workers | Realities of Our Time | Matyas Durko |
| 21A/1-33 | INDIA | Literacy | Literacy Program | R. Jayagopal |
| 21B/1-4 | | Literacy | Punjab Association | R. Jayagopal |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
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| 21C/1-6 | INDIA | Workers | National Council for Hotel Management and Catering Technology | R. Jayagopal |
| *21D/1-4 | | Health<br>Family<br>Citizen | Hayden Hall: A Community Development Approach | Fr. E. P. Burns |
| 22A/1-14 | IRELAND | Agriculture | Certification in Farming | Michael Hassett |
| 22B/1-10 | | Citizen<br>Professional, Other | Training of Comm. Enter. Animateurs | Tom Collins |
| 22C/1-16 | | Family | Family Life Education Premarriage | Liam McCarthy |
| 22D/1-16 | | Family<br>Other | Pontifical U. Dipl. in Family Life & Youth Ministry | Elizabeth Murphy |
| 22E/1-13 | | Health | Extra-mural Studies in Drug & Alcohol Addiction | Mary Ellen McCann |
| 22F/1-10 | | Professional, Other | Extra-mural Studies | Mary Kett |
| 22G/1-13 | | Other | Maynooth Adult Daytime Education | (MADE) |
| 22H/1-13 | | Other | Extra-mural Diplo. Course in Religious Studies | Sr.Benedict Rouine |
| 22J/1-10 | | Higher<br>Personal<br>Other | Irish Language TV Program | John MacMahon |
| 22K/1-11 | | Professional, Other | Extra-mural Studies in Basic Counseling | Muireann Conaty |

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| 22L/1-24 | IRELAND | Professional, Other | Intro. Course to Ed. Administra. | P. B. Diggins |
| 22M/1-16 | | Professional, Other | Training Part-Time Ad. Ed. at Local Level | James Marsden |
| 22N/1-14 | | Professional, Other | Natl. Police Officer CE & Training | P. J. Moran |
| 22P/1-11 | | Professional, Other Health | Teacher Training Prog.-Health Ed. | Eugene Donoghue |
| 22Q/1-12 | | Workers | Diploma in Manag. & Industrial Relations | John Ryan |
| 23A/1-14 | ISRAEL | Family Citizen | School for Parents, Teachers & Children in a Distressed Moshav | Eitan Israeli |
| *23B/1-6 | | Literacy | Comparative Analysis of Literacy Education | Rachel Tokatli |
| 24A/1-11 | ITALY | Citizen | Public and Library: A Plan for the Education of Adults | Paolo Federighi |
| 24B/1-10 | | Citizen Other | Education Project of Molise: Creation of an Ad. Ed. System | Francesco Susi |
| 24C/1-11 | | Citizen Personal Other | Center for Cont. Ed. in Bassano de Grappa | Gianna Maria Filippi |
| 24D/1-11 | | Citizen Other | Education for Adults in the Earthquake Region of Basilicata | Francesco Susi |

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| 24E/1-10 | ITALY | Other | Adult Education in Bologna | Mario Ricci |
| 24F/1-18 | | Overview | Educational Aims for the Year 2000: Adult Education for the City of Prato | Filippo M. DeSanctis |
| 24G/1-11 | | Personal | Provincial Administration of Moderna | Vanna Tori |
| 24H/1-6 | | Personal | University of the Third Age-Orvieto | Lucio del Corno |
| *24J/1-6 | | Personal Citizen | Mass Media and Adult Education in Sardenia | Fabio Masala |
| 25A/1-32 | JAPAN | Citizen | Ed. and the Integration of Community Services | Kazufusa Moro'oka |
| *25B/1-13 | | Leisure | Citizen's Learning Network | Miwa Toko |
| *25C/1-20 | | Higher | The Founding of a University for Senior Citizens | Takashi Fukuchi |
| 26A/1-12 | KOREA, DPR | Overview Workers | Overview | Nam Jin U |
| 29A/1-17 | NETHERLANDS | Literacy | Open School | Maatje Balde |
| 29B/1-17 | | Literacy | Study House for Adults | Emmy Wilson |
| 29C/1-18 | | Literacy | Dutch as a Foreign Language | Emmy Wilson |
| 29D/1-20 | | Literacy Disadvantaged | Dutch as a Foreign Language | E. R. T. Zuidhoff |

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| 29E/1-17 | NETHERLANDS | Other | Television Academy | Anja Dircken |
| 29F/1-20 | | Professional, Other | Psycho-Geriatrics for Home Helps | Bea Oosting |
| 29G/1-10 | | Professional, Other | In-service Occupational Training | R. Zuidhoff |
| 29H/1-16 | | Professional, Tech. | Advanced Nursing Course | Henny Van Der Stel-Overdulve |
| 29J/1-16 | | Professional, Tech. | Part-time Training - Sick Care | Henny Van Der Stel-Overdulve |
| 29K/1-19 | | Professional, Tech. | In-Service Training - Basic General Nursing | Annette van den Berg-Ran |
| 29L/1-19 | | Professional, Tech. | Part-time Course for Teachers of Nursing | Annette van den Berg-Ran |
| 29M/1-13 | | Professional, Tech. | Improvements in Medical Practice | I. W. Dresscher |
| 29N/1-9 | | Professional, Tech. | Practical Neurology | I. W. Dresscher |
| 29P/1-23 | | Professional, Tech. | Medical Specialists | Bea Oosting |
| 29Q/1-8 | | Workers | Occupational Retraining in Office Skills | Maatje Balde |
| *29R/1-28 | | Literacy | Language School for Refugees | E. Stark |
| *29S/1-17 | | Personal | Assertivity Course | G. Nijhof |

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| *29T/1-18 | NETHERLANDS | Personal | Pre-Retirement Education | B. van Straalen-van Waard |
| *29U/1-20 | | Workers | Re-entry Course for Women in Construction Trades | R. de Ruiter |
| *29V/1-18 | | Workers | Management and Computer Education for Re-entry Women | E. Stark |
| *30A/1-50 | NIGERIA | Literacy | Model Adult Literacy Classes | J. T. Okedara |
| *30B/1-43 | | Higher | Correspondence Education | J. T. Okedara |
| *30C/1-31 | | Higher | Remedial Education | J. T. Okedara |
| *30D/1-24 | | Health | Guinea Worm Eradication Program: Community Education in Nigeria | Clement N. Anyanwu |
| *30E/1-28 | | Professional, Other | Professional Continuing Education for Grade Two Teachers in Nigeria | C. A. Okedara |
| 30F/1-20 | | Workers | Workers' Education in Nigeria | P. N. C. Ngwu |
| 30G/1-40 | | Workers | Women Education in Oyo State, Nigeria | C. A. Okedara |
| 31A/1-15 | NORWAY | Professional, Other Higher | NKS School of Management (Correspondence School) | Tore Aksjoberg |
| *33A/1-35 | PORTUGAL | Agriculture | Management Groups as a Method of Rural Extension | Alvaro Soares de Melo |
| *33B/1-27 | | Agriculture | Rural Extension Program Evaluation | Artur F.A.C. Cristovao |
| *35A/1-28 | ST. LUCIA | Agriculture | Caribbean Agricultural Extension Program | Dunstan Campbell and Lorilee Sandmann |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
|---|---|---|---|---|
| 34A/1-19 | SAUDI ARABIA | Literacy | Illiteracy Eradication & Adult Education | Mohammed A. Al Rasheed, A. Al Sunbul |
| 36A/1-8 | SWEDEN | Literacy | Basic Education for Adults in Sweden | Per Olof Thang |
| 36B/1-21 | | Higher | Distance Education at the Univ. Level | Birgitta Willen |
| 36C/1-10 | | Secondary Overview | Perspective on Municipal Adult Ed. | Robert Hoghielm |
| 36D/1-13 | | Workers | Corporate Classrooms | Kenneth Abrahamsson |
| 36E/1-9 | | Workers | Labor Market Training in Sweden | Per Olof Thang |
| *36F/1-9 | | Citizen | Popular Education in Sweden | Lars Arvidsson |
| *37A/1-8 | SWITZERLAND | Professional, Tech. | Formative Research in Swiss French Agric. Schools | Pierre Dominice Matthias Finger |
| 38A/1-25 | TANZANIA | Agriculture | Training for Rural Development | Aida Isinika |
| *40A/1-42 | UNITED KINGDOM | Health | Heartbeat Wales | Donald Nutbeam |
| 41A/1-7 | U.S.A. | Agriculture | Coop. Ext. Service (Local) | Alan B. Knox |
| 41A/8-30 | | Agriculture | Coop. Ext. Service (National) | William M. Rivera |
| 41B/1-16 | | Citizen | Natl. Issues Forum | Alan B. Knox |
| 41C/1-21 | | Citizen | Educational Programs for Government Officials | Harvey Schweitzer, Nancy Lauts, Charles Kozoll |

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| 41D/1-9 | U.S.A. | Disadvantaged | YWCA Refugee Program | Linda B. Knox |
| 41E/1-15 | | Higher | Indiana U. Independent Study by Correspondence | Frank R.DiSilvestro |
| 41F/1-25 | | Literacy | Adult Basic Education | Alan B. Knox |
| 41G/1-13 | | Health | Alcoholics Anonymous | Alan B. Knox |
| 41H/1-28 | | Professional, Tech. | Continuing Medical Education | Thomas G. Pearson & Ronald M. Cervero |
| 41J/1-11 | | Workers | Credit Union Staff Development | Alan B. Knox |
| *41K/1-11 | | Literacy | Libraries and Literacy--Tulsa | Debra W. Johnson |
| *41M/1-11 | | Literacy | Libraries and Literacy--Weirton | Debra W. Johnson |
| *41N/1-7 | | Professional, Other | Helping Stock Brokers Cope with Stress | Alan B. Knox |
| 42A/1-17 | U.S.S.R. | Other | ZNANIE Society | Yuri Fishevski |
| 42B/1-9 | | Professional, Tech. | Continuing Medical Education | F. Vartanian, D. Orlov E. Nazarova |
| 45A/1-16 | YUGOSLAVIA | Agriculture | Vet. Ed. in the Farming Population | Branko Rebesko |
| 45B/1-15 | | Agriculture Professional, Other | Ext. Service & Its Role in Training Farmers-Slovenia | Robic Tone |
| 45C/1-13 | | Family Health | Nutrition Education | Mara Rupena Osolnik |

| CODE/ PAGE NO. | COUNTRY | CATEGORY | TITLE | AUTHOR |
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| 45D/1-11 | YUGOSLAVIA | Literacy | Basic Adult Education | Radivoje Kulic |
| 45E/1-27 | | Literacy Professional, Other | Research Into and Training In Literacy | Dusan M. Savicevic |
| 45F/1-10 | | Literacy Workers | Correlation of Primary & Work Oriented Profess. Ed. of Young People | Dusan M. Savicevic |
| 45G/1-29 | | Workers | Dev. of Training in Sava, Kranj | Ema Pec |
| *45H/1-19 | | Workers | Self Management at Worker's Universities | Milka Oljaca |

CASE DESCRIPTIONS - BY CATEGORY

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
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| 2A/1-26 | Agriculture | AUSTRALIA | Farm Manage. Home Study Program | Barry O'Neill |
| 4A/1-11 | Agriculture | CAMEROON | AE Progs. in Cameroon | J. A. Nyemba |
| 4B/1-18 | Agriculture | CAMEROON | Agriculture Univ. Center in Extension Program Implementation | J. A. Nyemba |
| *7A/1-29 | Agriculture | CHILE | Centro El Canelo De Nos | Patricio Donoso |
| *7B/1-12 | Agriculture | CHILE | Chile: An Experiment in Nonformal Education in Rural Areas | Marcela Gajardo |
| 15A/1-11 | Agriculture | GERMANY | Counseling Courses in Agriculture | Helmut Bugl<br>Felicitas Fehrenbach-Neuman |
| 22A/1-14 | Agriculture | IRELAND | Certification in Farming | Michael Hassett |
| *33A/1-35 | Agriculture | PORTUGAL | Management Groups As A Method of Rural Extension | Alvaro Soares de Melo |
| *33B/1-27 | Agriculture | PORTUGAL | Rural Extension Program Evaluation | Artur F.A.C. Cristovao |
| *35A/1-28 | Agriculture | ST. LUCIA | Caribbean Agricultural Extension Program | Dunstan Campbell and Lorilee Sandmann |
| 38A/1-25 | Agriculture | TANZANIA | Training for Rural Development | Aida Isinika |
| 41A/1-7 | Agriculture | U.S.A. | Coop. Ext. Service (Local) | Alan B. Knox |
| 41A/8-30 | Agriculture | U.S.A. | Coop. Ext. Service (National) | William M. Rivera |
| 45A/1-16 | Agriculture | YUGOSLAVIA | Vet. Ed. in the Farming Population | Branko Rebesko |

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| 45B/1-15 | Agriculture Professional, Other | YUGOSLAVIA | Ext. Service & Its Role in Training Farmers-Slovenia | Robic Tone |
| 2B/1-10 | Citizen | AUSTRALIA | Increasing Citizen Participation in Local Government | Bob Holderness-Roddam |
| 2Q/1-10 | Personal Citizen | AUSTRALIA | Carringbush Library | Marian Letchen |
| 2S/1-12 | Professional Other, Family Citizen | AUSTRALIA | Social Developer's Network | Ned Iceton |
| 5A/1-10 | Citizen | CANADA | Buchans Community Trans. Proj. | David Curran |
| 5B/1-16 | Citizen Workers | CANADA | Canada Congress for Learning Opportunities for Women | Caroline A.Gaskin |
| 15B/1-11 | Citizen | GERMANY | State Center for Political Ed. | Siegfried Schiele |
| *21D/1-4 | Health Family Citizen | INDIA | Hayden Hall: A Community Development Approach | Fr. E. P. Burns |
| 22B/1-10 | Citizen Professional, Other | IRELAND | Training of Comm. Enter. Animateurs | Tom Collins |
| 24B/1-10 | Citizen Other | ITALY | Education Project of Molise: Creation of an Ad. Ed. System | Francesco Susi |
| 24C/1-11 | Citizen Personal Other | ITALY | Center for Cont./Ed. in Bassano de Grappa | Gianna Maria Filippi |
| 24D/1-11 | Citizen Other | ITALY | Education for Adults in the Earthquake Region of Basilicata | Francesco Susi |

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| 24A/1-11 | Citizen | ITALY | Public and Library: A Plan for the Education of Adults | Paolo Federighi |
| *24J/1-6 | Personal Citizen | ITALY | Mass Media and Adult Education in Sardinia | Fabio Masala |
| 25A/1-32 | Citizen | JAPAN | Ed. and the Integration of Community Services | Kazufusa Moro'oka |
| 41B/1-16 | Citizen | U.S.A. | Natl. Issues Forum | Alan B. Knox |
| 41C/1-21 | Citizen | U.S.A. | Educational Programs for Government Officials | Harvey Schweitzer, Nancy Lauts, Charles Kozoll |
| 23A/1-14 | Family Citizen | ISRAEL | School for Parents, Teachers & Children in a Distressed Moshav | Eitan Israeli |
| *36F/1-9 | Citizen | SWEDEN | Popular Education in Sweden | Lars Arvidsson |
| *1B/1-7 | Disadvantaged | ARGENTINA | Education and elders | Isabel Hernandez |
| 2C/1-11 | Disadvantaged | AUSTRALIA | School for Seniors | Olga Benham & Sue Vickers |
| 2D/1-16 | Disadvantaged | AUSTRALIA | Community Living Project | Kath Bleechmore |
| 2F/1-9 | Disadvantaged | AUSTRALIA | UNElearn Group Discuss. Correspond. Programme | Ned Iceton |
| 2G/1-15 | Disadvantaged | AUSTRALIA | Women's Access Prog. | Helen Lanauze |
| 2H/1-37 | Disadvantaged | AUSTRALIA | Aboriginal Vill. Comm. | Natascha McNamara |
| 2E/1-12 | Disadvantaged | AUSTRALIA | Learning for the Less Mobile | Judith Elsworth |
| 15E/1-14 | Personal Disadvantaged | GERMANY | Voc. & Social Integration for Turkish Women | S. Meyder |
| 29D/1-20 | Literacy Disadvantaged | NETHERLANDS | Dutch as a Foreign Language | Emmy Wilson |

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| 41D/1-9 | Disadvantaged | U.S.A. | YWCA Refugee Program | Linda B. Knox |
| 2J/1-12 | Family | AUSTRALIA | Marriage Enrichment | David Kerr |
| 2S/1-12 | Professional<br>Other<br>Family<br>Citizen | AUSTRALIA | Social Developer's Network | Ned Iceton |
| 15A/1-11 | Health<br>Family<br>Personal | GERMANY | Adult Ed. Center | Gabriele Werner |
| 15C/1-19 | Health<br>Family<br>Personal<br>Other | GERMANY | Catholic Ed. Organ. | Peter Muller |
| *21D/1-4 | Health<br>Family<br>Citizen | INDIA | Hayden Hall: A Community Development Approach | Fr. E. P. Burns |
| 22C/1-16 | Family | IRELAND | Family Life Education Premarriage | Liam McCarthy |
| 22D/1-16 | Family<br>Other | IRELAND | Pontifical U. Dipl. in Family Life & Youth Ministry | Elizabeth Murphy |
| 23A/1-14 | Family<br>Citizen | ISRAEL | School for Parents, Teachers & Children in a Distressed Moshav | Eitan Israeli |
| 2K/1-22 | Health | AUSTRALIA | Women's Health--The Middle Years | Deirdre Degeling, Diane Bennett, Fran Everingham |
| 5C/1-11 | Health Workers | CANADA | Health Line: Centre for Corp. Health Promotion | Dale I. Pratt |

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| 15C/1-19 | Health<br>Family<br>Personal<br>Other | GERMANY | Catholic Ed. Organ. | Peter Muller |
| 15D/1-18 | Health<br>Family<br>Personal | GERMANY | Adult Ed. Center | Gabriele Werner |
| *21D/1-4 | Health<br>Family<br>Citizen | INDIA | Hayden Hall: A Community Development Approach | Fr. E. P. Burns |
| 22E/1-13 | Health | IRELAND | Extra-mural Studies in Drug & Alcohol Addiction | Mary Ellen McCann |
| 22P/1-11 | Professional,<br>Other<br>Health | IRELAND | Teacher Training Prog.-Health Ed. | Eugene Donoghue |
| 22P/1-11 | Professional,<br>Other<br>Health | IRELAND | Teacher Training Prog.-Health Ed. | Eugene Donoghue |
| *30D/1-24 | Health | NIGERIA | Guinea Worm Eradication Program: Community Education in Nigeria | Clement N. Anyanwu |
| *40A/1-42 | Health | UNITED KINGDOM | Heartbeat Wales | Donald Nutbeam |
| 41G/1-13 | Health | U.S.A. | Alcoholics Anonymous | Alan B. Knox |
| 45C/1-13 | Family<br>Health | YUGOSLAVIA | Nutrition Education | Mara Rupena Osolnik |
| 2L/1-9 | Higher | AUSTRALIA | Preparatory Studies | Michael Crock & Caroline Cottman |
| 5D/1-8 | Higher | CANADA | Distance Ed. at U. Victoria | Margaret Haughey |

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| *6D/1-8 | Higher | CHINA | A University Without Campus | Lin Jun |
| 15H/1-17 | Professional, Tech<br>Higher<br>Personal | GERMANY | Courses by Radio | Peter Schmoock |
| 15J/1-17 | Professional, Tech.<br>Professional, Other<br>Higher | GERMANY | CE Center at Univ. of Tubingen | Rainer Funke |
| 22J/1-10 | Higher<br>Personal<br>Other | IRELAND | Irish Language TV Program | John MacMahon |
| *25C/1-20 | Higher | JAPAN | The Founding of a University for Senior Citizens | Takashi Fukuchi |
| *30B/1-43 | Higher | NIGERIA | Correspondence Education | J. T. Okedara |
| *30C/1-31 | Higher | NIGERIA | Remedial Education | J. T. Okedara |
| 31A/1-15 | Professional, Other<br>Higher | NORWAY | NKS School of Management (Correspondence School) | Tore Aksjoberg |
| 36B/1-21 | Higher | SWEDEN | Distance Education at the Univ. Level | Birgitta Willen |
| 41E/1-15 | Higher | U.S.A. | Indiana U. Independent Study by Correspondence | Frank R.DiSilvestro |
| 2N/1-9 | Leisure | AUSTRALIA | CCE Community Education Program | Bettina Fiegel |
| 2M/1-15 | Leisure | AUSTRALIA | Discussion Program--Council of Ad. Ed. | Joanne Lee Dow |

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| *25B/1-13 | Leisure | JAPAN | Citizen's Learning Network | Miwa Toko |
| 2P/1-15 | Literacy | AUSTRALIA | NSW Board of Adult Ed.--Literacy | Rosie Wickert |
| *2Y/1-2 | Literacy | AUSTRALIA | Adult Migrant Education | William McGrath |
| 5E/1-20 | Literacy | CANADA | Bathurst Heights Ad. Learning Centre | E. Elysee-Cohen |
| 5F/1-10 | Literacy | CANADA | East End Literacy | Elaine Gaber-Katz |
| 5G/1-45 | Literacy | CANADA | Learner-Centred Social Services Model of ABE | Patricia A.Rundle |
| *5L/1-13 | Literacy | CANADA | International: Literacy and Development | James A. Draper |
| 19A/1-6 | Literacy | HONG KONG | Literacy Program | Grace Mak |
| 21A/1-33 | Literacy | INDIA | Literacy Program | R. Jayagopal |
| 21B/1-4 | Literacy | INDIA | Punjab Association | R. Jayagopal |
| *23B/1-6 | Literacy | ISRAEL | Comparative Analysis of Literacy Education | Rachel Tokatli |
| 29A/1-17 | Literacy | NETHERLANDS | Open School | Maatje Balde |
| 29B/1-17 | Literacy | NETHERLANDS | Study House for Adults | Emmy Wilson |
| 29C/1-18 | Literacy | NETHERLANDS | Dutch as a Foreign Language | E. R. T. Zuidhoff |
| 29D/1-20 | Literacy Disadvantaged | NETHERLANDS | Dutch as a Foreign Language | Emmy Wilson |
| *29R/1-28 | Literacy | NETHERLANDS | Language School for Refugees | E. Stark |
| *30A/1-50 | Literacy | NIGERIA | Model Adult Literacy Classes | J. T. Okedara |

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| 34A/1-19 | Literacy | SAUDI ARABIA | Illiteracy Eradication & Adult Education | Mohammed A. Al Rasheed A. Al Sunbul |
| 36A/1-8 | Literacy | SWEDEN | Basic Education for Adults in Sweden | Per Olof Thang |
| 41F/1-25 | Literacy | U.S.A. | Adult Basic Education | Alan B. Knox |
| *41K/1-11 | Literacy | U.S.A. | Libraries and Literacy--Tulsa | Debra W. Johnson |
| *41M/1-11 | Literacy | U.S.A. | Libraries and Literacy--Weirton | Debra W. Johnson |
| 45D/1-11 | Literacy | YUGOSLAVIA | Basic Adult Education | Radivoje Kulic |
| 45E/1-27 | Literacy Professional, Other | YUGOSLAVIA | Research Into and Training In Literacy | Dusan M. Savicevic |
| 45F/1-10 | Literacy Workers | YUGOSLAVIA | Correlation of Primary & Work Oriented Profess. Ed. of Young People | Dusan M. Savicevic |
| 2R/1-11 | Professional, Other | AUSTRALIA | Refresher Ed. for Company Directors | John Brady |
| 2T/1-6 | Professional, Other | AUSTRALIA | Welcare Program | J. A. McDonell |
| 2S/1-12 | Professional Other, Family Citizen | AUSTRALIA | Social Developer's Network | Ned Iceton |
| 5H/1-22 | Other | CANADA | Residential AE in Canada | Wenda Abel |
| *9B/1-12 | Other | CZECHOSLOVAKIA | House of Culture and its Function in Adult Education | Pavel Hartl |

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| 13A/1-17 | Other | FINLAND | Experimentation in Ad. Ed. Centers | Mirja Virtala |
| 13B/1-4 | Other | FINLAND | Beginning of Ad. Ed. Planning at the Municipal Level | Jorma Kauppinen |
| 13C/1-6 | Other | FINLAND | Experiments in Voc. Ad. Ed. | Lea Salminen |
| 13D/1-10 | Professional, Other | FINLAND | Developmental Work Research Project at Adult Ed. Center | Ilona Koskela |
| 316A/1-9 | Professional, Other | GHANA | Training Teachers by Distance Education Methods | Joe K. Ansere |
| *17A/1-18 | Professional, Other | GREECE | In-service Teachers Training in Greece | Michael Kassotakis |
| 22G/1-13 | Other | IRELAND | Maynooth Adult Daytime Education | (MADE) |
| 22D/1-16 | Family Other | IRELAND | Pontifical U. Dipl. in Family Life & Youth Ministry | Elizabeth Murphy |
| 22F/1-10 | Professional Other | IRELAND | Extra-mural Studies | Mary Kett |
| 22H/1-13 | Other | IRELAND | Extra-mural Diplo. Course in Religious Studies | Sr.Benedict Rouine |
| 22K/1-11 | Professional, Other | IRELAND | Extra-mural Studies in Basic Counseling | Muireann Conaty |
| 22L/1-24 | Professional, Other | IRELAND | Intro. Course to Ed. Administra. | P. B. Diggins |
| 22M/1-16 | Professional, Other | IRELAND | Training Part-Time Ad. Ed. at Local Level | James Marsden |

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| 22N/1-14 | Professional, Other | IRELAND | Natl. Police Officer CE & Training | P. J. Moran |
| 24B/1-10 | Citizen Other | ITALY | Education Project of Molise: Creation of an Ad. Ed. System | Francesco Susi |
| 24C/1-11 | Citizen Personal Other | ITALY | Center for Cont./Ed. in Bassano de Grappa | Gianna Maria Filippi |
| 24D/1-11 | Citizen Other | ITALY | Education for Adults in the Earthquake Region of Basilicata | Francesco Susi |
| 24E/1-10 | Other | ITALY | Adult Education in Bologna | Mario Ricci |
| 29E/1-17 | Other | NETHERLANDS | Television Academy | Anja Dircken |
| 29F/1-20 | Professional, Other | NETHERLANDS | Psycho-Geriatrics for Home Helps | Bea Oosting |
| 29G/1-10 | Professional, Other | NETHERLANDS | In-service Occupational Training | R. Zuidhoff |
| *30E/1-28 | Professional, Other | NIGERIA | Professional Continuing Education for Grade Two Teachers in Nigeria | C. A. Okedara |
| 31A/1-15 | Professional, Other Higher | NORWAY | NKS School of Management (Correspondence School) | Tore Aksjoberg |
| 42A/1-17 | Other | U.S.S.R. | ZNANIE Society | Yuri Fishevski |
| 45B/1-15 | Agriculture Professional, Other | YUGOSLAVIA | Ext. Service & Its Role in Training Farmers-slovenia | Robic Tone |

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| 45E/1-27 | Literacy Professional, Other | YUGOSLAVIA | Research Into and Training In Literacy | Dusan M. Savicevic |
| *1A/1-8 | Overview | ARGENTINA | Adult Education in Latin America | Isabel Hernandez |
| 6A/1-18 | Overview | CHINA | Chinese Adult Education-At Present and in Prospect | Dong Mingchuan & Zhu Zhongdan |
| 6B/1-25 | Overview | CHINA | Aging Issue and Education for the Aged | Dong Mingchuan & Zhu Zhongdan |
| *6C/1-6 | Overview | CHINA | Adult Education in Beijing Municipality | Fu Youren |
| *6F/1-40 | Overview | CHINA | Postsecondary Education in China | Dong Mingchuan |
| *9A/1-34 | Overview Workers | CZECHOSLOVAKIA | Czechoslovakian Adult Education | Kamil Skoda |
| 26A/1-12 | Overview Workers | KOREA, DPR | Overview | Nam Jin U |
| 24F/1-18 | Overview | ITALY | Educational Aims for the Year 2000: Adult Education for the City of Prato | Filippo M. DeSanctis |
| 36C/1-10 | Secondary Overview | SWEDEN | Perspective on Municipal Adult Ed. | Robert Hoghielm |
| 2O/1-10 | Personal Citizen | AUSTRALIA | Carringbush Library | Marian Letchen |
| *2Z/1-11 | Personal | AUSTRALIA | Self-Help Adult Education: Univ. of the THird Age | Rick Swindell |

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| 15C/1-19 | Health<br>Family<br>Personal | GERMANY | Catholic Ed. Organ. | Peter Muller |
| 15D/1-18 | Health<br>Family<br>Personal | GERMANY | Adult Ed. Center | Gabriele Werner |
| 15E/1-14 | Personal<br>Disadvantaged | GERMANY | Voc. & Social Integration for Turkish Women | Susanne Meyder |
| 15H/1-17 | Professional, Tech.<br>Higher<br>Personal | GERMANY | Courses by Radio | Peter Schmoock |
| *15P/1-11 | Personal | GERMANY | Women's Museum-Wiesbaden | Kim Engels<br>Beatrixe Klein |
| *20A/1-19 | Personal | HUNGARY | Protecting Our Environment | Mihaly Sari |
| 22J/1-10 | Higher<br>Personal<br>Other | IRELAND | Irish Language TV Program | John MacMahon |
| *24J/1-6 | Personal<br>Citizen | ITALY | Mass Media and Adult Education in Sardinia | Fabio Masala |
| 24C/1-11 | Citizen<br>Personal<br>Other | ITALY | Center for Cont./Ed. in Bassano de Grappa | Gianna Maria Filippi |
| 24G/1-11 | Personal | ITALY | Provincial Administration of Moderna | Vanna Tori |
| 24H/1-6 | Personal | ITALY | University of the Third Age-Orvieto | Lucio del Corno |

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| *29S/1-17 | Personal | NETHERLANDS | Assertivity Course | G. Nijhof |
| *29T/1-18 | Personal | NETHERLANDS | Pre-Retirement Education | B. van Straalen-van Waard |
| 2R/1-11 | Professional, Other | AUSTRALIA | Refresher Ed. for Company Directors | John Brady |
| 2T/1-6 | Professional Other | AUSTRALIA | Welcare Program | J. A. McDonell |
| 2S/1-12 | Professional Other, Family Citizen | AUSTRALIA | Social Developer's Network | Ned Iceton |
| 13D/1-10 | Professional, Other | FINLAND | Developmental Work Research Project at Adult Ed. Center | Ilona Koskela |
| 15H/1-17 | Professional, Other Higher Personal | GERMANY | Courses by Radio | Peter Schmoock |
| 15J/1-17 | Professional, Tech. Professional, Other Higher | GERMANY | CE Center at Univ. of Tubingen | Rainer Funke |
| 16A/1-9 | Professional, Other | GHANA | Training Teachers by Distance Education Methods | Joe K. Ansere |
| 22B/1-10 | Citizen Professional, Other | IRELAND | Training of Comm. Enter. Animateurs | Tom Collins |

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| 22K/1-11 | Professional, Other | IRELAND | Extra-mural Studies in Basic Counseling | Muireann Conaty |
| 22L/1-24 | Professional, Other | IRELAND | Intro. Course to Ed. Administra. | P. B. Diggins |
| 22M/1-16 | Professional, Other | IRELAND | Training Part-Time Ad. Ed. at Local Level | James Marsden |
| 22N/1-14 | Professional, Other | IRELAND | Natl. Police Officer CE & Training | P. J. Moran |
| 22P/1-11 | Professional, Other Health | IRELAND | Teacher Training Prog.-Health Ed. | Eugene Donoghue |
| 29F/1-20 | Professional, Other | NETHERLANDS | Psycho-Geriatrics for Home Helps | Bea Oosting |
| 29G/1-10 | Professional, Other | NETHERLANDS | In-service Occupational Training | R. Zuidhoff |
| 30E/1-29 | Professional, Other | NIGERIA | Professional Continuing Education for Grade Two Teachers in Nigeria | C. A. Okedara |
| *41N/1-7 | Professional, Other | U.S.A. | Helping Stock Brokers Cope with Stress | Alan B. Knox |
| 45B/1-15 | Agriculture Professional, Other | YUGOSLAVIA | Ext. Service & Its Role in Training Farmers-Slovenia | Robic Tone |
| 45E/1-27 | Literacy Professional, Other | YUGOSLAVIA | Research Into and Training In Literacy | Dusan M. Savicevic |

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| 2U/1-5 | Professional Tech. | AUSTRALIA | CPE for Veterinarians | D. Bryden |
| 2V/1-17 | Professional, Tech. | AUSTRALIA | Country Pediatric Program | Hank Duyverman |
| 5J/1-16 | Professional, Tech. | CANADA | Self Dir. Learning App. to the Training of Medical Doctors | Lynne McTaggart |
| 5K/1-18 | Professional, Tech. | CANADA | CPE Program for Family Physicians | Penny A. Jennett |
| 15F/1-15 | Professional, Tech. | GERMANY | Professional Training for Med. Specialists | Hans E. Renschler |
| 15G/1-13 | Professional, Tech. | GERMANY | In-service Training at Busch | Peter Kilgenstein |
| 15N/1-17 | Workers Professional, Tech. | GERMANY | Human Resource & Organ. Dev. | Colin A. Guthrie |
| 29K/1-19 | Professional, Tech. | NETHERLANDS | In-Service Training - Basic General Nursing | Annette van den Berg-Ran |
| 29L/1-19 | Professional, Tech. | NETHERLANDS | Part-time Course for Teachers of Nursing | Annette van den Berg-Ran |
| 29M/1-13 | Professional, Tech. | NETHERLANDS | Improvements in Medical Practice | I. W. Dresscher |
| 29N/1-9 | Professional, Tech. | NETHERLANDS | Practical Neurology | I. W. Dresscher |
| 29P/1-23 | Professional, Tech. | NETHERLANDS | Medical Specialists | Bea Oosting |

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| *37A/1-8 | Professional, Tech. | SWITZERLAND | Formative Research in Swiss French Agric. Schools | Pierre Dominice Matthias Finger |
| 41H/1-28 | Professional, Tech. | U.S.A. | Continuing Medical Education | Thomas G. Pearson & Ronald M. Cervero |
| 15H/1-17 | Professional, Other Higher Personal | GERMANY | Courses by Radio | Peter Schmoock |
| 15J/1-17 | Professional, Tech. Professional, Other Higher | GERMANY | CE Center at Univ. of Tubingen | Rainer Funke |
| 29H/1-16 | Professional, Tech. | NETHERLANDS | Advanced Nursing Course | Henny Van Der Stel-Overdulve |
| 29J/1-16 | Professional, Tech. | NETHERLANDS | Part-time Training - Sick Care | Henny Van Der Stel-Overdulve |
| 29K/1-19 | Professional, Tech. | NETHERLANDS | In-service Training - Basic General Nursing | Annette van den Berg-Ran |
| 29L/1-19 | Professional, Tech. | NETHERLANDS | Part-time Course for Teachers of Nursing | Annette van den Berg-Ran |
| 29M/1-13 | Professional, Tech. | NETHERLANDS | Improvements in Medical Practice | I. W. Dresscher |
| 29N/1-9 | Professional, Tech. | NETHERLANDS | Practical Neurology | I. W. Dresscher |
| 29P/1-23 | Professional, Tech. | NETHERLANDS | Medical Specialists | Bea Oosting |

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| 42B/1-9 | Professional, Tech. | U.S.S.R. | Continuing Medical Education | F. Vartanian, D. Orlov E. Nazarova |
| 15K/1-11 | Secondary | GERMANY | Evening High School | H. Taigel |
| 6C/1-10 | Secondary Overview | SWEDEN | Perspective on Municipal Adult Ed. | Robert Hoghielm |
| 2H/1-27 | Workers | AUSTRALIA | Trade Union Postal Courses Scheme | Elizabeth Bluff |
| 5B/1-16 | Citizen Workers | CANADA | Canada Congress for Learning Opportunities for Women | Caroline A.Gaskin |
| 5C/1-11 | Health Workers | CANADA | Health Line: Centre for Corp. Health Promotion | Dale I. Pratt |
| *6E/1-9 | Workers | CHINA | A Survey of Beijing's Workers University Graduates | Liu Yongqian |
| *9A/1-34 | Overview Workers | CZECHOSLOVAKIA | Czechoslovakian Adult Education | Kamil Skoda |
| 13E/1-6 | Workers | FINLAND | Union History Project: Study Circles Doing Research | Jorma Kalela |
| 13F/1-10 | Workers | FINLAND | School for Teaching ADP | Markku Suortamo |
| 13G/1-4 | Workers | FINLAND | Instruction in Info. Technology | Kerttu Vepsalainen |
| 13H/1-5 | Workers | FINLAND | Role of Training in Changing a Work Organization | Anneli Pulkkis Veikko Teikari Matti Vartiainen |

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| 15L/1-11 | Workers | GERMANY | Center for Cont. Voc. Training, Chamber of Industry & Trade | Nils Peter Esmann Franz Bihler |
| 15M/1-15 | Workers | GERMANY | Cont. Ed. in Training Companies | Michael Eisenmann |
| 15N/1-17 | Workers Professional, Tech. | GERMANY | Human Resource & Organ. Dev. | Colin A. Guthrie |
| 16B/1-33 | Workers | GHANA | Multi-media Appr. to Effective Teaching | Eric A. Mensah |
| *20B/1-33 | Workers | HUNGARY | Realities of Our Time | Matyas Durko |
| 21C/1-6 | Workers | INDIA | National Council for Hotel Management and Catering Technology | R. Jayagopal |
| 22Q/1-12 | Workers | IRELAND | Diploma in Manag. & Industrial Relations | John Ryan |
| 26A/1-12 | Overview Workers | KOREA, DPR | Overview | Nam Jin U |
| 29Q/1-8 | Workers | NETHERLANDS | Occupational Retraining in Office Skills | Maatje Balde |
| *29U/1-20 | Workers | NETHERLANDS | Re-entry Course for Women in Construction Trades | R. de Ruiter |
| *29V/1-18 | Workers | NETHERLANDS | Management and Computer Education for Re-entry Women | E. Stark |
| *30G/1-40 | Workers | NIGERIA | Women Education in Oyo State, Nigeria | C. A. Okedara |
| 36D/1-13 | Workers | SWEDEN | Corporate Classrooms | Kenneth Abrahamsson |
| 36E/1-9 | Workers | SWEDEN | Labor Market Training in Sweden | Per Olof Thang |

| CODE/ PAGE NO. | CATEGORY | COUNTRY | TITLE | AUTHOR |
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| 41J/1-11 | Workers | U.S.A. | Credit Union Staff Development | Alan B. Knox |
| 45F/1-10 | Literacy Workers | YUGOSLAVIA | Correlation of Primary & Work Oriented Profess. Ed. of Young People | Dusan M. Savicevic |
| 45G/1-29 | Workers | YUGOSLAVIA | Dev. of Training in Sava, Kranj | Ema Pec |
| *45H/1-19 | Workers | YUGOSLAVIA | Self Management at Worker's Universities | Milka Oljaca |
| 2X/1-11 | Workers Literacy | AUSTRALIA | Workplace Basic Ed. Project | Jude Newcombe, et al. |
| 15N/1-17 | Workers Professional, Tech. | GERMANY | Human Resource & Organ. Dev. | Colin A. Guthrie |
| 15M/1-15 | Workers | GERMANY | Cont. Ed. in Training Companies | Michael Eisenmann |
| 22Q/1-12 | Workers | IRELAND | Diploma in Manag. & Industrial Relations | John Ryan |
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| 29Q/1-8 | Workers | NETHERLANDS | Occupational Retraining in Office Skills | Maatje Balde |
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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

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2. Check whether this case is based on

(X) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

CASE STUDY ON EDUCATION AND THE INTEGRATION OF COMM. SERVICES

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). CITIZEN

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

ADULT EDUCATION CENTER

6. Basic characteristics of service area

A. 4,564 hectare (Ohyama) geographic size (such as square miles or kilometers)

B. 5000 (Ohyama) - mostly agricultural population (number of people living in area) 12,000 (Yufuin-Town)

C. _____ urban/rural (density of population)

D. _____ nationwide

7. Year(s) covered by the case description 1961-73 Ohyama-Town
1955-73 Yufuin-Town

# A Case Study on Education and the Integration of Community Services

Kazufusa Moro-oka, M. Ed.

九州大学教育学部紀要

(教育学部門)

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1977年3月

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# A Case Study on Education and the Integration of Community Services

Kazufusa Moro-oka, M. Ed.*

**Introduction**

Dealing with the given topic, I am going to describe two cases in Ohita prefecture, Kyushu. One is the case in Ohyama-town and the other in Yufuin-town. The reason why I have chosen these cases is that the activities and movements worked in these two towns have been drawing much attention of the people who are interested in the community development. The reader of this report will soon realize the contrast between the two: the former represents the case led by an ambitious town-mayor and the latter led by a straineous effort of a group of non-governmental citizens. In all over Japan there are 3271 local authorities – 642 cities, 1977 towns, and 652 villages (as of 1975). In Ohita prefecture there are 11 cities, 36 towns and 11 villages at present. As a rule cities have more than 20,000 population and towns have more than 5,000. Yufuin-town has just over 10,000 inhabitants and Ohyama-town approximately 5,000. Therefore, they are both among the ordinary towns. It may be that we should have dealt with the problems of urban areas of 300,000 or 500,000 population. But they are too big to be a manageable size of community, and we will be able to learn much more from the experiences of such reasonable size of communities as Ohyama and Yufuin.

In this case study we are going to focus our attention on the activities of Kominkan, a kind of polyvalent adult education centre or social eduction centre. Formal eduction for younger generations is mainly concerned with the basic or fundamental education, whereas social education has a direct connection with the survival and development of a community, and social eduction activities are usually undertaken at or around Kominkans. It seems, therefore, more adequate for us to deal with the topic of 'integration of education and community services' through the investigation of the work done in the field of adult education or social education, because the adult population are more responsible for community services and they are also among the change agents. Before we discuss on the integration of community services including education, we will see the cases in Ohyama and Yufuin, which were both derived from a certain

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critical situation where the survival of the community was in a great danger. I hope that other communities will find out some suggestive approaches from the case in Ohyam and Yufuin where the governmental authority and the general public have been carrying out their activities in a co-operative way so as to solve the severe problems of their communities.

**Case No. 1 Social Education Activities in Ohyama-town**

**Background Information and Problem**

This town with 1071 houses is located in the western part of Ohita prefecture and it is 15 minutes' drive from Hita city which is the third largest city in the prefecture. The population numbers about 5,000 and the town covers an area of 4,564 hectare – 383 ha. of available land, 3,689 ha. of forest and plain, 51 ha. of housing area, and 441 ha. of others. The town is 100 to 500 meters above sea level, 10.52 kilometer wide and 18.56 kilometer long, with a river running through the town form south to north.

According to an academic excavation they say that there lived aborigines in this area as early as 7,000 B.C. During the reign of Tokugawa-shogunate this part was under the direct rule of shogunate and six village headmen governed the area on the load's behalf. In 1889 two villages were united to form Ohyama village and later in 1969 it became the 36th town among 36 towns in Ohita prefecture.

Ohyama town has been a mountainous rural area and the people have been living on agriculture and forestry. Beside rice and wheat which used to be the main crops for their self-supporting, they have been producing tea, tobacco, shiitake (a kind of mushroom), and run poultry farming and silk raising. But these enterprises are small in size with small production, except forestry products. Thus there were unstable employment oppotunities and the people were looking for the suitable jobs for better income. Moreover, along with the influence of urbanization most of the youngsters of the town were tempted by the urban ways of living as well as higher income in the industrial area to leave the village. The town, then it was a village, had to prevent the out-flow of younger population of the community by any possible means.

**NPC Movements**

The decade of 1960s was the years of great economic expansion in Japan, but the prosperity was mainly enjoyed by those who were engaged in industries or trades. On the other hand, such rural areas as Ohyama suffered a great deal from the effects of industrialization, losing the major working power from the community. The statistics show the decline of the number of agricultural households and population in all Japan.



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| | 1960 | 1965 | 1970 |
|---|---|---|---|
| agricultural population | 33,400,000 | 30,100,000 | 26,600,000 |
| agricultural households | 6,050,000 | 5,670,000 | 5,400,000 |

And the following table shows the decline of the population in Ohyama.

| 1965 | 1966 | 1967 | 1968 | 1969 | 1970 | 1971 | 1972 |
|---|---|---|---|---|---|---|---|
| -145 | -110 | -236 | --11 | -211 | -341 | -28 | -58 |

In order to cope with these tendencies the town of Ohyama started a community development plan in 1961 for the first time. Four years later in 1965 the second phase of the plan was designed and again in 1969 the third phase was put into paractice. All of these projects had the same initial of NPC movement. The first movement was called 'New Plum Chestnut', the second 'Neo Personality Combination' and the third 'New Paradise Community'. These expressions must sound very funny to English native speakers, but the town-mayor and his staff exercised their ingenuities by using the same slogan of NPC, putting different meanings in each of them. The main objectives of the first project was to increase the income of the people and inspire them to stay within the community. The second phase of the project put an emphasis on the development of people's personality, with an intense consciousness of the importance of the quality of human resources. And the third phase intended to raise the standard of community facilities so that the town people could enjoy their cultural life fully. The details of each stage of the projects are as follows:

**The Guide-Line of the lst NPC Movement**

(Objective)

Article 1. This plan aims at the securing of the necessary income so that the inhabitants will be able to enjoy their healthy-happy life embraced by the solidarity of the community.

(Basic Ideas)

Article 2. We shall try to achieve this objective by utilizing the existing organizations, by raising the standard of machines and equipments for productive works, by lessening hard labour and making the labour more pleasant, and by working for not more than 8 hours a day and 180 days a year.

(Definition)

Article 3. In the effort of pursuing the increase in income, we are going to promote necessary measures positively, paying due attention to the development of agriculture, forestry, fish-cultivation, trade and industry, and tourism.

(Development of Agriculture)

Article 4. Putting the emphasis on the better equipment of agriculture-development areas by means of field-exploitation and conversion of paddy-fields into the farms for fruit trees, which



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are to be undertaken as the pilot-project and the second production-structure-betterment project, we are intending the development of agriculture, whereby plums and chestnuts will be the main products along with other fruit trees, tobacco, silk raising, tea, vegitables, small livestock, etc. Those products will be concentrated in a certain area, and their production, collection, processing, and selling will be done by a co-operative organization.

1. With regard to plums and chestnuts as the main products, target area will be 150 ha. and 300 ha. and the expected amount will be 1,800 ton and 900 ton respectively.
2. The target area and the amount of other fruits trees will be 30 ha. and 450 ton, considering the labour distributin of plum producers as well as the necessity of having other fruits trees as cash crops after harvesting plums.
3. The production of pares will be maintained at the present standard of 5 ha. and 150 ton.
4. As for tobaccos, 20 ha. and 50 ton are looked for and they will be planted as the second crop of paddy fields of low land.
5. Silk raising will be worked on the hillside, securing 40 ha. and 50 ton.
6. Tea will be produced on Tsuzuki-plain, with the standard of 20 ha. and 40 ton.
7. Processed vegitable will be produced after introducing processing industries.
8. As small livestocks goats and poultry will be introduced, the former being nutritious food and the latter the source of manure for plums. The number of those livestocks will be one for a plum tree.

(Development of Forestry)

Article 5. Aiming at the development of forestry, we shall promote the production of Japan cider and Japanese cypress in proper areas, the improvement of the forestry-management and the foundation of forestry, the modernization of capital equipments, retaining of forestry-workers and raising of their working conditions, the development of forestry-processing by the introduction of industries, and the increase of shitake (a kind of mushroom) production.

1. Experiments on the selection of the best kind or testimonial planting will be conducted by the research team on forestry with the purpose of making larger profits.
2. With regard to the improvement of forestry-management, the integration of forests and fields which are used among the villagers will be promoted.
3. As for the improvement of the foundation of forestry, the network of roads for the forestry work will be provided.
4. For the modernization of capital equipments, machines for cutting, collecting and transporting timbers, equipments for correspondence, mobile lodges, automobiles for carrying timbers out, etc. will be equipped.
5. For forestry workers, the workers' organization will be formed and the arrangements for the mutual benefit will be introduced.



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6. Such special products as embossed or polished timbers will be produced.
7. In order to increase the production of shiitake (mushroom), the exploitation of fields and the joint purchasing of timbers for shiitake-growing as well as the research on the selling of undryed shiitake will be implemented.

(Development of Fish-cultivation)

Article 6. We are going to make full use of such natural resources as the lake of Matsubara dam and three main rivers.

1. Wakasagi (a small lake fish) will be stocked and carps will be cultivated within fish preserves in the lake of Matsubara dam.
2. Breeding ponds of carps, trouts and eels will be built along the Akashi River and the Ueno River.
3. Ayu (a smelt) fish will be stocked in the Ohyama River and the efforts against illegal fishing there will be made.

(Development of Trade and Industry)

Article 7. For the trades' sake the increase of purchasing-power and the prevention of people's outflow into outside the community will be expected with the improvement of the first industry, and also the utilization of Nokyo (agricultural co-operatives) funds and 'life-centre' (a kind of mutual benefit centre), the introduction of a collective housing area and a collective factory area, and the tourist development will be promoted. And for the development of industry the light industries suitable for agricultural products will be introduced, provided that they offer employment opportunities to prevent the job-seeker's outflow and that they do not cause any pollution.

1. Purchasing ability will be multiplied by the increase of income among the people who are engaged in agriculture, forestry, and fish-cultivation.
2. Cooperation among traders will be promoted, making use of Nokyo (agricultural co-operatives) funds for the betterment of shop management so as to prevent the escape of purchasing demands.
3. The increase of purchasing ability will be promoted by the introduction of the collective housing area into Nakagawara district and the collective factory area into Kamade district.
4. The tourist industry will be promoted to invite more tourists.
5. According to the law of introducing factories into rural area along with the development of agriculture, we will invite the processing factories of agricultural products so that the employment opportunity of the inhabitants may be secured.

(Exploitation of Tourism)

Article 8. The tourist development will be carried out by establishing the necessary tourist facilities around Matsubara dam, by conducting riparian works of the Ohyama River, by estab-



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lishing the sight-seeing facilities along the river, and by making use of collective growing areas of plums and chestnuts for tourism.

1. Around Matsubara dam there will be parking areas, bungalows or cottages, and fish farms established.
2. Riparian works of the Ohyama River will be promoted to restore waste lands and the necessary sight-seeing facilities will be established in accordance with the community development project.
3. The betterment of roads network will be promoted to facilitate fruits-hunting as a kind of activity of the tourists in the collective growing areas such as Takibara, Tenjikudai, etc.

**Components of Change Agents**

(Leadership of the Mayor)

Reviewing the progress of movements in Ohyama-town, we cannot overlook Mr. H. Yabata's great leadership. He was once a postmaster of the village, originally a son of the rice-wine brewery, and after the end of the second world war he was forced to be engaged in farming, being purged from an official position. Having spent hard times, he entered into the village office and later he served as vice-mayor, and finally he was elected to the village mayorship in November 1955. During the first five years of his service, he devoted himself to find out the way how to maintain the village as a community for the inhabitants. After having formulated the basic ideas for the orientation on the future development, he made continuous efforts in this direction. In his speeches he said, "We ought to show the villagers the definit target amount of income, so that they can readily make their decision and have hopes in their future." "We cannot spend our daily-life without grocer's shops, and in my estimation 60 households enable one to run his shop. Similarly 2,000 people or 400 households can run a clothing shop or a general store, while a wine shop needs 400 households, a tobacconist needs 400, and a fish dealer 600 households. Therefore we must keep a certain standard of population in our village for our survival. It is imperative for us to make necessary income." He drew up the above mentioned plan and presented it before the village people. The staff of the village office and his supporters went around from hamlet to hamlet to make villagers understand the intentions of the plan. Those efforts in face-to-face discussion were of course very important to obtain villagers' consent, but at the same time the effect of the wired broadcasting system was immense.

(Effect of Wire Broadcasting)

The wire broadcasting system has been prevalent in the rural areas of Japan. In this system, telephone wires are laid to each house from the wire broadcast centre, usually located at the centre of the village or at a Kominkan building. The houses are connected by phone to each other, and at a specified time every day, every house is able to receive messages from the centre



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through a loudspeaker attached to the phone. Several Kominkans are using this facility, reserving a certain time for their own programmes. In the case that the wire broadcast centre is installed in a Kominkan building, a part of the broadcasting programmes is provided by the Kominkan for its educational purposes. Those programmes are compiled of the announcement about news, new enterprises, industrial matters of interest to the community, and frequent repetitions help to arouse their will to solve local problems. This was also the case in the village of Ohyama, having the broadcasting centre at the village office. This system has been made use of from the beginning of the first NPC movement and thereafter for giving information to village people, stimulating their motives towards the new ventures of the community, and gaining the willing cooperation of the people.

(Budgeting Strategy)

In the process of implementing the 1st NPC movement the village office, led by the mayor, Mr. Yabata, proposed any possible means to achieve its objectives. The saplings of plums and chestnuts were purchased by the agricultural co-operatives and distributed widely among the would-be producers with two thirds of cash assistance of the village. In order to secure enough money for the project the mayor and the village assembly adopted a sort of 'Inclined Budget', putting a stress on a certain area and even withdrawing already authorized routine items from the budget. Among the budget such expenditures as for purchasing a bulldozer and embarking 'Agri-partners' were included. The bulldozer was fully utilized not only for the roads or riparian work of the rivers but also for the construction of farms for plums and chestnuts. The multi-purpose usage of the given resources was the very feature of the project. On the other hand, the agri-partners were sent around from hamlet to hamlet for receiving people's consultation and giving advices to them. All of them wore 'the red jumper' and rode away into the village people by 'the green motorcycle'. This coloured campagne was another feature.

**The 2nd NPC Movement**

After the four year struggle in community-building, the emphasis of the second phase of the movement was put on the development of human resources. As the objective of increasing the income was achieved to some extent during the first period of the movement, then their eyes were turned to the inner element of the development. We see the plan as follows:

**The Guideline of the 2nd NPC Movement**

(Objective)

Article 1. This plan aims at equipping all the inhabitants of the community with enough cultural abilities and knowledge so that they may spend healthy-happy life with their enriched minds as the member of the community, and strengthen the solidarity among them as the



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sharers of their fortune.

(Basic Idea)

Article 2. We are trying to achieve these objectives by providing the community people with the opportunities or events in which all of them are able to participate continuously so that they may be mutually educated and enriched through such social-training or social-learning.

(Definition)

Article 3. Social education in this guideline implies the movement, through which the community people participate in learning activities for the enrichment of cultural abilities and knowledge and in various events for the development of healthy-happy-enriched minds as well as solidarity among them as the community members.

(Learning Activities)

Article 4. The learning activities in this guideline include various forms shown as below, undertaken outside of the compulsory school education, and the community people will enjoy the equal access to them.

1. Suckling education and Mother's Classes – For the expectant and nursing mothers classes will be provided, where they are equipped with the necessary knowldge on pregnancy, childbirth, nursing, etc.
2. Infant education and parents education – With regard to the infant education every infant will be admitted to enter either a nursary school or a kindergarten, and parents education classes will be provided, considering the importance of the education in the homes.
3. Adult education and the establishment of Seikatsu-gakuen (School for Life) – Adult education will be promoted by the group activities of community works, by the organized activities of youth and women's organizations, and by Kominkan activities based on each community, aiming at fostering opinion leaders at each accumulated cultural area. And Seikatsu-gakuen will be established as an necessary institution of adult education.

(People's Movement)

Article 5. People's movements undertaken on the basis of this guideline will be implemented as follows, so that every inhabitants of the community may further strengthen the belongingness on the foundation of existing solidarity.

1. New Year's Day Celebration – On the new year day a celebration will be held at the village office so as to inspire the inhabitants' sense of belongingness.
2. The New Year's Parade of the Fire Companies – On the 7th January the parade will be held to raise the morale of fire-men and also to spread the consciousness of fire prevention among the people.
3. Adults' Day Celebration – On the 15th January a celebration will be held for the grown-up who reached the age of 20, presenting each of them a plum tree as a token, which is the



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main plant of the village, to foster their local patriotism.

4. Foundation Day – On the 11th February the celebration of the town-building will be held, in memory of Nation's Foundation, Starting of the Township, and also the Memorial Day of Signature with Megido, a Kibutsu town in Israel, which is their sister town.
5. Study Tour Abroad – Going abroad will be encouraged to bring about bright social atmosphere, to alter the dull image of being in a remote village, and to have the working youth and adults gain, through their experience abroad, the hope of worthwhile life and also the pleasure of working.
6. Farewell Party for the School Leavers – In the end of March when the school leavers are going out for getting a new job, the farewell party will be held. congratulating their future and at the same time regretting the less opportunity for their employment within the community.
7. Memorial Service – On the second Sunday of April the joint memorial service of the war dead will be held so as to pacify their souls and to remember the sympathy for the left families, and to give thanks for peace, reconsidering the misery of war.
8. Annual Nokyo (Agricultural Co-operatives) Meeting – The annual general meeting will be held on the 1st of May to promote their mutual understanding and to enhance their co-operative minds by presenting the basic future guidelines to follows, and revising, at the same time, the past policy of agriculture.
9. Children's Day – On Children's Day, 5th May, youth organizations and women's organizations will arrange celebrating events in their own accumulated culture area to foster solidarity in their minds.
10. Meditation Day – On the 15th of August, the very day of the end of the defeated war, they'll reconsider war and peace, reflecting the ways of their daily-lives.
11. Respect-for Age Week – A week around the 15th of September will be focused on respecting senior citizens, e.g., showing them around the town, reporting them the progress of town management, and getting their views reflected on the policy formation, so as to secure the happiness of the aged people; otherwise their isolation from the society will be deepened.
12. One-day Parents Meeting – The 23rd of September will be the day when a child who has lost either or both of his parents receive the goodwill of the community.
13. Physical Exercise Day – Every inhabitant of the community will participate in the events on the 10th of October to enjoy not only their health but also the spiritual harmony among them through physical exercises.
14. Thanksgiving Day – National holiday of Culture Day, 3rd November, will be their thanksgiving day, when the people express their thanks for the other's goodwill.



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15. Mutual-help Movement at the end of the year – In the middle of December, the mutual-help movement weeks will be organized, when an offering of money or many other things collected from the well-off are sent as the present to those who are in need or ill in bed. This aims at the promotion of mutual understanding and helping as the inhabitants of the same community.
16. Occasional Assistances – Bearing in mind the need of mutual help based on the warm good-will, the following will be conducted from time to time: (a) donation of blood, (b) the campaign for the increasing of the relief funds, (c) relief action for those suffered from unexpected accidents.

(Betterment of Facilities)

Article 6. The followings will be established as the necessary facilities for the promotion of learning activities and people's movements based on this guideline:

1. For Pre-school Education – The followings will be established for the education of infants:
   (a) Nursery Schools – These schools will be facilitated in the accumulated culture area where there are more infants than the set standard of 50.
   (b) Pupils's Nursery – This will be set up as an attached facility to the school where we can not find out enough infants within a certain accumulated culture area, and where the infants are not taken good care of.
   (c) Kindergartens – These will be established in each school district.
2. For Social Education – The following facilities will be established for social education activities.
   (a) Seikatsu Gakko (School for Life) – This will be established as a comprehensive institute for the learning activities of youth, women, and adults.
   (b) District Kominkans – A district Kominkan will be established in each accumulated culture area or a district.
   (c) Play-grounds – A reasonable size of play-ground will be built in every accumulated culture area, making use of it as a recreation ground, and a general playing field for all the town people will also be built.

(Promoting Agent)

Article 7. The opinion leaders will be reared in each accumulated culture area so that they may function as a sort of 'animature', generating grass-roots' movements and activating people's learning activities.

**Movements as a Means of Education**

During the second period of the NPC movement the stress was put on educational activities as we have seen now. One of the characteristics of this period was that great many efforts were made



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for the educational purpose by making use of every possible opportunities. They might be called 'Event-based Education' and their main aims were different from event to event. The reason why they adopted these approaches was that they hadn't had enough facilities to carry out 'the institutionalized education' and also that their approaches had to be based on the very nature of social education, the objectives being polyvalent and the methods being environment-based and spontaneity-based.

With regard to the objectives of those educative efforts, the most important one was to formulate the solidarity among the community people, because any community cannot solve its problems without the unity of its inhabitants. According to an academic analysis it is pointed out that there ought to be at least four elements in a community. They are (1) geographical factor – a community represents a certain number of people who live in a certain area of land, (b) interdependent factor – the people in a community have a certain degree of interrelationship among themselves, (c) facility factor – a community consists of facilities which enable its people to live their communal lives on their mutual relationship within the area, and (d) attitudial factor – a community consists of a consensus based on the interest in common and also of a system that has the potentiality to bring about common action of its people. The last one may be expressed as the 'morale' of the community people. And it is obvious that the town of Ohyama made straneous efforts to achieve it all through the time of the first NPC and the second NPC movements. However, the inadequacy of facilities was gradually recognized and the 3rd phase of the project was launched in 1969.

**The 3rd NPC Movement**

Ohyama became a town in 1969, and Mr. H. Yabata, the then village mayor, took the post of the first town mayor. Again a new development plan was designed as a means of an animation policy. Adopting the same slogan as the NPC movement, it was aiming at the development or improvement of community facilities to create a 'New Paradise Community'. In this project we can find out a new concept of 'Bunka-shuseki-danchi' or the accumulated-culture-area. The town of Ohyama had had its traditional ways of living and also cultural heritages. As I mentioned before, there lived aborigines in this area long ago and so the earthenwares as well as the stonewares of the early period are preserved. And several historical buildings and ruins are also kept in the vicinity of Ohyama. Therefore the basic idea of the 3rd development plan was to create a new community with high level of culture on the basis of the given conditions. The town was expected to be connected with the present ways of living on one hand with a bright perspective on the future of their living on the other, surrounded by pleasant facilities. In the word of 'accumulated-culture' they put two meanings: preservation and creation of culture, paying



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attention both to the spiritual or mental side of its connotation and the physical side of culture as well. And the third phase of the movement was set forth according to the following guideline:

**The Guideline on the Establishment of Ohyama's Accumulated Culture Area**

(Objective)

Article 1. This plan aims at elevating the conditions of environment where the town people will be able to enjoy their modernized ways of living through the labour of light burden and mechanized production, and to lead healthy and hopeful lives to pursue their happiness both physically and spiritually.

(Basic Idea)

Article 2. The establishment of the Accumulated Culture Area (this will be hereafter abbreviated AC-Area) according to this plan ought to be based on the people's solidarity and intend to allow every community people to have the equal access to and enjoyment of the benefit of culture. The betterment of the natural and social conditions will be achieved by 1975.

(Definition)

Article 3. The AC-Areas to be organized according to this plan will consist of the Local AC-Areas whose boundary is within the radius of people's daily action and also of the Federal AC-Area which is to meet wider needs of people's social lives, by means of accumulating modern institutions or facilities of daily living and of productive works.

(Local AC-Areas)

Article 4. Considering geographical and historical backgrounds and also the degree of solidarity among the districts, seven AC-Areas will be organized according to the following principles:

1. The area will be within the radius of action of the aged people and children.
2. The area will be also within the radius of action of the ordinary people for their daily living, i.e., within 30 minutes walk.
3. The number of the inhabitants will approximately be 500.

(Development Plan of Local AC-Areas)

Article 5. The development plan of the Local AC-Areas will be designed by 1970, aiming at achieving the following objectives:

1. Provisions for the development of transportation:
   (a) The town roads within the area will be 3 meter wide and be paved.
   (b) The branch roads in the area will be 2 meter wide and be paved.
2. Provisions for the development of communication:
   (a) The wire broadcasting system will be installed at every household.
   (b) The number of the telephone subscribers and public telephone boxes will be increased.
   (c) The out-door loudspeaker system will be improved



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3. Provisions for the development of education, recreation, health and hygiene:
   (a) Pupil's nurseries, children's playgrounds, and children's swimming pools will be built.
   (b) Meeting places for the aged people will be established.
   (c) District Kominkan will be built, equipped with library, film projecter, and amusement facilities.
   (d) A counselling centre of health and hygiene will be set up.
   (e) Play grounds and swimming pools of reasonable size will be constructed.
   (f) A collective refuse disposal plant will be built.
   (g) Water supply system will be improved.
4. Provisions for the improvement of town people's consuming life:
   (a) Such necessary public facilities as grocers shops, retail stores of favorite foods, barbers, etc. will be adequately allocated.
5. Provisions for the development of productive works:
   (a) Collecting and dispatching facility for and processing plant of agricultural products and the storage of production machines and tools will be constructed.
6. Provisions for the development of the environment:
   (a) A cemetary park will be constructed.
   (b) Facilities for fire fighting will be improved.

(Federal AC-Areas)

Article 6. Considering social and economical conditions of and balance between Local AC-Areas, two Federal AC-Areas will be organized according to the following criteria:

1. The area will be within the reach of 15 minutes drive, in which the inhabitants carry out their daily social contacts and economical activities.
2. The number of the inhabitants will approximately be 2,000.

(Development Plan of Federal AC-Areas)

Article 7. The development plan of the Federal AC-Areas will be designed by 1972 aiming at achieving the following standard:

1. Provisions for the development of transportation and communication:
   (a) The connecting roads between Federal AC-Areas will be 4 meter wide and be paved.
   (b) The wire broadcasting system will be improved and the CATV (cable-assisted TV) system will be also established.
   (c) The automatic public telephone system will be introduced.
2. Provisions for the development of education, recreation, health and hygiene:
   (a) Day nurseries and kindergartens will be established.
   (b) Primary schools will be amalgamated so as to improve the standard of its facility and equipments.



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(c) School buses will be provided.

(d) A Children's Cultural Centre will be set up.

(e) Senior citizen's homes will be build.

(f) Seikatsu Gakuen (School for Life) will be established as an institute for the learning activities of youth, women and adults.

(g) A Medical Centre will be established.

3. Provisions for the development of people's productive works:

(a) A circulation centre of the farm products will be set up.

4. Provisions for the development of people's consuming lives:

(a) A wholesale and retail market of perishables will be opened.

(b) Retail shops and service shops will be adequately allocated according to the trends of people's consumption.

5. Provisions for the development of other social needs:

(a) The construction of residential land and houses will be promoted so as to solve the shortage of houses for the inhabitants.

(b) Light industries will be invited to open plants in the town.

(Coordination with Other Development Projects)

Article 8. The development plan of both Local and Federal AC-Areas according to this guideline will be related to national and prefectural development projects so as to complement them.

(Principle of the People's Responsibility)

Article 9. Implementing this development plan of AC-Areas based on this guideline, the main responsibilities will be shared by the people, and it is expected that all the population be participated in the construction of facilities and enhance their affection towards those facilities.

1. The implementation of the development project of Federal AC-Areas will be principally carried out by the town itself or various bodies with the cooperation of the people.

(Reorganization of Hamlets)

Article 10. In the process of organizing Local AC-Areas, if there is any hamlet whose incooperation is rather difficult for the geographical reason, then reorganization will be considered with the due regards to the people's intention.

**Cooperation with the Model Community Project of the Ministry of Home Affairs**

Becoming aware of the importance of the community problems, the Prime Minister put an inquiry, in 1968, to the Consultative Committee on the People's Living, asking them to examine the problems and to submit a report with recommendation on 'What sort of measures should be taken so as to secure the well-being of people, facing with various changes occurring in their living conditions along with the socio-economic development of the society.' The committee



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then examined the matters concerning the aged people, the problems about the expansion of leisure, and the community problems as their third topic. A sub-committee on the community problems submitted a report in September 1969 with the sub-title 'Restoration of human nature in the place of daily living'. This was the first attempt at the national level to deal with the problems of communities, and the report was made up of three chapters – (1) Collapse of Local Community, (2) Necessity of Community, and (3) Measures to Make Up Community.

The 3rd NPC movement in Ohyama-town started about the same time, as we have seen, but the substantial part of the project in Ohyama was far ahead of the national project. The Vice-Minister of the Ministry of Home Affairs himself came to Ohyama to see the ways how they carried out the project and worked out the problems in Ohyama. And in 1971 the Ministry launched a three-year project on the community development, setting up a certain number of model communities all over Japan, examining the ways of making up a community, and finding out suitable measures to be taken for that purpose so that they might assist local communities in their efforts for community development. Forty model communities were set up according to the size of population, the nature of the community, i.e., rural or urban, etc. And the town of Ohyama was included as one of the rural areas' with the smallest population. Smallest was its population, the quality of its attempt was, as we have seen, far better than the ordinary ones. Kamade-district in a southern part of the town Ohyama was chosen as a model community, because the Ministry of Home Affairs intended to carry out the experimental study in an area within the boundary of a primary school. Mr. Yabata, the town mayor, made use of this national project as fully as possible, combining his 3rd NPC movement with this project of model community. Therefore, a part of the 3rd NPC movement was able to be realized with the assistance of the Ministrial project. It is said that Mr. Yabata was a man of unyielding personality especially against the outer authorities, and was usually suspicious of the suggestions or advices either from the national or prefectural government. Despite of this basic attitude, he didn't refuse any financial help from outside but made every effort to get it and utilize it as much as possible. As the result a community centre at Kamade-district of two story building with its floor space of 200 square meter, a park equipped with a community centre of 120 square meter as well as a small swimming pool were constructed under the scheme. Beside these, they had the following achievements during the period of 1971 to 1973: In 1971, a Seikatsu Gakuen (School for Life) was established and special-room was altered at Ohyama junior secondary school. In 1972, a swimming pool at Kamade primary school, and the lighting of the sports ground at Ohyama junior secondary school were provided. And two more nursery schools and two community centres were built during the year. In 1973, the automatization of the public telephone system was accomplished, the forestry road of Gogoro-line and the Chuo small water-supply



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system were constructed.

**Social Education Programmes in Ohyama-town**

(Objectives)

The rapid progress of science and technology and the economic development of the recent years have brought about a drastic changes of one's living environment and the diversity of value among people. Facing with such a rapid change, the desire to have learning oppotunities throughout their lives has been increasing together with the betterment of economic situations and social welfare, so that they may secure the stability of their daily lives. It is now the duty of the town that the social education provisions should be improved to meet various learning needs which people have, looking for higher level of contents and methods. Favoured with such social education provisions, the town people will maintain and develop their health, enrich their cultural abilities to restore the human nature, and contribute towards the creation of enlightened spiritual culture and towards the formulation of new community. Emphasis is put, in particular, on the promotion of the spirit of self-government by means of (a) promoting the diffusion of NPC ideals as well as the thought of self-government through social education activities, (b) promoting Kominkan activities to work out the community problems with the cooperative efforts of various bodies based on a community organization, and (c) providing diverse learning opportunities, stimulating their own self-management and helping their autonomous learning activities. And the main programme areas are as follows:

(Main Programme Areas)

1. Provision of Classes and Courses (provided from the view-point of lifelong education):
   (a) Parent education classes (2): one for those who have a suckling and the other for those who have an infant – 7 times or 21 hours.
   (b) Women's Classes (3): one on the town policy by interviewings, one on the cultural properties, and another for the leadership training – 7 to 8 times or 21 to 24 hours.
   (c) Senior Citizens' Classes (6): one on manners and customs of the town, and the others are a kind of salon of the aged people – the former 40 hours and the latter 7 times or 21 hours.
   (d) Youth Study Class or a Seminar (1): this is a programme for young adults of the age between 26 and 34, where they discuss the future of the town and find out their roles for it, inviting the leaders in many fields – more than 10 times or 40 hours.
   (e) Classes at Seikatsu-Gakuen (School for Life) (10): classes on calligraphy, abacus calculation, flower arrangement, Japanese dressmaking, knitting, potted dwarf trees, Kendo (Japanese fencing), Shamisen (a kind of Japanese lute), Japanese classic dancing, recitation of Chinese poems, etc. are organized not only for adults but also for young



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students and pupils.

(f) Peripatetic Lectures (4): talks and discussions with the specialists on politics, education, agriculture, trade, etc. will be arranged at four different places so as to enable those who are too busy to participate in the ordinary classes and courses and have an access to a learning opportunity – 3 hours each at 4 places.

(g) Special Lectures (2): well-known speakers are invited to give lectures on the politics, cultural affairs, etc.

(h) Training Courses (3): occasional courses such as 'coocking school for mama-san', 'how to make a flying kite', 'how to operate a movie projector', etc. are run with 1 to 3 meetings.

(i) Oppotunities provided by the prefectural board of education (2 kinds)

1) Youth Training Course (Seinen-daigaku-koza): active members of youth organizations are invited to join the course of 6 times for 100 hours or 50 hours training, though the number of participants from Ohyama is limited to only 4.

2) Multi-media Project on Infant Care (Katei-kyoiku Sodan Jigyo): to answer young mothers' questions about child-rearing and education, prefectural boards of education, subsidized by the Education Ministry, offer guidance programmes including postcard or mail correspondence, special TV programmes, visiting specialists' team on infant education, etc. This project was initiated in 1972, and Ohita prefecture started this project in 1974, concentrating on the problems of the infants of three years. In Ohyama 31 mothers who have their first son or daughter of three years joined this project, receiving a correspondence instruction 8 times a year and attending the counselling meetings with specialists.

2. Promotion of the Works of District-Kominkan: The district Kominkan is the core of the inhabitants' activities in a community, where the village people come round at any time, talk, read, and discuss with one another, mutually increasing their friendly relations. The works of Kominkan, therefore, should be based on the real needs of the community people and also be implemented by their own initiatives and commitments. It is, however, rather difficult for such a small district Kominkan to have a full-time staff for its works, so that it is thought urgent to find out some active members or an animature among the inhabitants. For that purpose a two-day training course for the 'initiative members' is organized as a joint project of the social education section and the section dealing with the community project.

3. Development of Physical Strength: The organizations for physical training will be strengthened and as many oppotunities as possible will be provided.

(a) Finding out the leaders for physical exercises at the district level: As is the case of any

district kominkan, a sort of 'animature' is needed by any means to organize and promote people's physical activities. Therefore, one or more men, who are good at organizing people, are nominated as a 'Taiikuiin (managing dorector for physical exercises) in each of thirty-five hamlets in the town. A meeting of those managers is also arranged for their training.

(b) Programmes of Physical Exercises: Various opportunities and events are provided as follows:

1) Walking and running, 30 kilometers – With a slogan of 'stand up! those who are sick; walk! those who can stand up; run! those who can walk', this programme is prepared 4 times a year, so that most of the town people take part in it, sharing the same experience with each other and also appreciating the beauty of the nature in each season.

2) A long-distance relay – By means of the most simple style of physical exercise the competitive spirit among the people will be fostered.

3) Tests of physical strength – Once in the spring, twice in the autumn, and once in the winter, the test will be given with the purpose of maintaining and promoting the people's health.

4) Tennis clubs – 20 pairs of parent and child are recruited for 20 hours lesson from June to November.

5) Children's camping – 3 day camping will be planned for the 6th grade pupils from three primary schools within the town with the purpose that they may have experience of group activities beyond their school boundaries.

6) Softball matches – The most popular sports game among the people is softball, and so a series of softball matches are planned all through the year except in winter. In the summer time, they play a match early in the morning as 'Ohayo-taikai' or 'Good morning match' and also in the evening as 'Nighter games' making use of the lighting facility of Ohyama junior secondary school. Little boys' matches, ladies' matches, and old boys' matches are also included.

7) Sumo-wresling matches – This is the main event of the fete in the harvest season. Children's matches and the competition between the district youth will be held.

8) Other opportunities – Besides the foresaid games and matches, the followings will be undertaken: Volley-ball matches by youth, adults, and ladies in October and November. Swimming races of youth and adults in August. Baby-golf match of senior citizens in September. An athletic meeting of all the town people in the autumn. Badminton matches of youth, adults, and ladies in November. Table-tennis matches of youth, adutls and ladies in June. Bon Festival Dance of all the



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town people in August. etc.

4. Protection of Cultural Properties: In the present society, protection of cultural properties doesn't seem to be compatible with the development. But we cannot continue our lives by destroying natural environment and cultural assets. Therefore, the campaign will be undertaken, organizing an association for that purpose. They will collect ancient documents and try to read them with the assistance of university staff.
5. Promotion of the Activities of Voluntary Bodies: In order to promote their activities the following programmes will be provided:
   (a) Leadership Training:
      1) Training course for the leaders of the children's clubs – 4 times or 12 hours
      2) Training course for the leaders of youth organizations – 2 days or 11 hours
      3) Training course for the leaders among senior secondary school students – 2 days or 11 hours.
      4) Training course for the leaders of women's organizations – 7 times or 21 hours.
      5) Training course for the committee members of PTAs – 4 times or 12 hours.
   (b) Guidance and advices to the voluntary organizations: The social education directors of the board of education are ready to give guidance or advices, on request, to children's organizations, youth organizations, women's bodies, adults associations, the aged peoples's clubs, etc.
6. Improvement of Social Education System: As the needs for social education has been increasing, the following measures will be taken so as to raise the standards of providing bodies:
   (a) Activation of the work of Social Education Committee: Each local board of education is to appoint the committee as its advisory body, and the committee gives advice to the board of education in connection with social education in general. As is the case in Ohyama, this committee sometimes functions as Kominkan Advisory Committee, too. It is expected that the committee members themselves should carry on the investigations into various problems concerned and take the leadership in the policy making of the board.
   (b) Training of social education workers: The educational provisions of high quality cannot be attained without having a good personnel. While the training courses for social education workers are provided by the prefecture and the region within the prefecture, the town itself also intends to offer as many opportunities as possible.
   (c) Improvement of social education facilities: In accordance with the long-term plan of the town, the establishment of the social education centre and the comprehensive sports centre will be promoted with the support of voluntary bodies concerned. A



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book-mobil, on the other hand, will be purchased to deliver books to the commu people who live far from the library of Kominkan.

7. Promotion of Social Education Activities: The social education activities will be promo not by the administrative measures of the board of education or the programmes Kominkans, but by the efforts of the inhabitants themselves based on their felt-needs. A such activities will florish only when various needs of the community come to be rec nized and tied up to seek for a certain goal, supported by the solidarity among people. T following programmes are to be provided for the purpose of stimulating their autonomo movements:

   (a) Permiation of the ideals of 'NPC Movement': Every possible effort will be made enlightening the town people to understand the true intention of the NPC movemen They have been carrying on the movements ever-since 1961 with the basic guidelin the town-building, and with the aim of getting 'the increase in income', 'the devel ment of human resources', and 'the betterment of the environment'.

   (b) Adoption of the 'Town People's Song': In the process of making the song which be sung by anyone, anywhere, anytime, and also in the process of popularizing among people, the spiritual unity of the town people will be tightened to add valua contribution towards their town-building.

   (c) Movement for building a beautiful town: With the slogans of 'making our home to beautiful', 'making our life brighter', and 'developing our mind and body healthier', t following programmes will be conducted:

      1) For the beautiful home town – campaigns of growing flowers and trees, of prom ing the cleaning of the town, and of protecting the beauty of the nature arou and within the town.

      2) For the bright daily life – campaigns of preventing trafic accidents, of making bri homes and society, and of enriching the daily living.

      3) For the development of the healthy mind and body – campaigns of improving t people's health, of raising the standard of public morality, and of avoiding was and ostentation.

**Achievements and the Future**

With the promotion of a series of NPC movements ever since 1961, the town of Ohyama h been making every effort for its town-building, as we have seen. As far as the main products plums and chestnuts are concerned, the town has already gained a nationwide fame as t producer of high quality. Consequently the objective of increasing the income which was t main goal of the first period of the movement was accomplished, and the amount of the



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products reached the level of 147 ton or 44,640,000 yen for plums and 226 ton or 53,218,000 yen for chestnuts in 1973. The amount of savings in the bank of agricultural co-operatives has shown the increase from 505,100,000 yen of 1969 to 788,982,000 yen of 1973. There must have been some other reasons for this surprising increase in savings, but the development of fruits-growing has surely made a great contribution for that.

With regard to the aims of the second period, it is not an easy task to evaluate the development of personal competences of the town people. However, through their active participation in various events and educational opportunities, we can see the uplifted sense of solidarity among the people. They are now proud of being the inhabitant of Ohyama town and their active participation in community-development has been more and more increasing. For instance, a young boy of Tsuzuki-district who had once visited a kibutsu town in Israel said, when the shortage of water supply was discussed there, "We have a plenty of water down in the Ohyama river. What we should do is just to pump up the water from the river to Tsuzuki plains." If he had had no experience in being abroad and in staying in a kibutsu town, he couldn't have thought of such an innovative idea as he mentioned. The novel project of sending young boys abroad with the assistance for travelling expences thus brought back a boy of active thinking to the town.

We can also find out another good example in the activities of youth organization. It was not so long ago when most of the students of senior high school in Hita city had nothing to do with the youth organizations. But since a programme of 'young lads' gathering' was planned by the Kominkan to provide them with the opportunity to gather together with working youth of the town, those high school boys and girls came to have the sense of belonging to the town. And thereafter almost all school leavers of senior secondary schools became the member of the youth organization, and they succeeded in getting their own club house that was converted from an abandoned storage, where they are enjoying all sorts of gatherings and meetings with their own initiative.

Along with the betterment of facilities in the third period of the movement, as I described earlier, the new town office itself was also constructed in 1969, with three wings: one for the general adminstrative section, one for the industry and construction section, and another for the education and welfare section. The board of education is of course in the town office and the town Kominkan is also accomdated in it. The social education section of the board of education was organized in 1972 with four full-time staff and they are also responsible for the running of Kominkan. In larger cities, the Kominkan is usually separated from the education office, having its own building and staff, but in such a small town as Ohyama, they cannot afford to have the

separated one. This has of course the pros and cons of the matter, but in Ohyama it has proved to be a sound arrangement for town-building, because the new orientation had to be carried on in a firm cooperation between the adminstrative section and the education section.

In 1971 Mr. Yabata resigned from the office after his 16 years of service, and a new town mayor Mr. Nakajima took over his post. Mr. Yabata's leadership had been so strong that there was a voice waiting for a new leader of the town. The basic direction laid by the former town mayor, however, is still being followed, as the town people were not against Mr. Yabata's policy. Nevertheless, we cannot deny that the long history of 'authority-directed' movements has created a sort of dependable mind among the people, whatsoever the effort to stimulate their spontaneity may have been done energetically. With the trial of shifting the responsibility of running facilities from town officers to the people themselves, which started at its third phase of the movements, it is now emerging the enlightened citizens in the true sense of the meaning. And the Kominkan is playing the role as a central organ to provide the town people with various non-formal opportunities of learning and pleasure, securing, at the same time, the integration of education and community services.

**Case No. 2. Social Education Activities in Yufuin-Town**

**Background Information and Problems**

Yufuin is a well-known hot-spring resort town to the west of two big cities, Beppu and Ohita in Ohita prefecture. It is situated in a basin of 450 meters above sea level with 1,584 meters' beautiful Mt. Yufu on its east side and is within an hour's train or bus ride from Beppu and Ohita. These two big cities have a population of about 130,000 and 300,000 respectively, while the population of Yufuin is about 12,000. And it covers an area of 128 square kilometers with the Ohita River and its thirteen branch streams running through the town. Although the amount of gushing hot water in Yufuin comes to the third of all over Japan after Beppu, it had to make up its own image of being a unique hot-spring resort so as to be a close rival to Beppu, the size of which is of course incomparable to that of Yufuin. Beppu is one of the most famous hot-spring resorts and it is full of amusement centres and gay quarters, where pleasure-seekers come from almost all parts of Japan. The people of Yufuin refused to make their home town such a place. For the last twenty years, their efforts seem to have been concentrated upon this problem in a sense.

In 1955 this community became a town and Mr. H. Iwao took the first town-mayorship. As was the case in Ohyama town, Mr. Iwao was in the position of the mayor for eighteen years until



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1974. The main headings of the achievements during his administration are as follows:

1956 The base of Ground Self-Defence Force was introduced with 1,000 officials.

1957 The small water supply system was constructed.
The Natinal Health Insurance System was introduced.

1958 The Respect-for-Age Pension System of the town was institutionalized.

1959 The Health Resort of Hot-spring was assigned by the Ministry of Health and Welfare. Mr. Iwao took office in the second term of his service.

1962 The new building of the town office was constructed.

1963 The town was included in the Aso National Park area. Mr. Iwao took office in the third term of his service.

1964 Yufuin kindergarten was built by the town with a capacity of 110 infants.
The Crossing High Way of Kyushu was opened, which runs through the town.

1965 The parking area of the town was opened.

1966 The Town Gimnagium of 772 square meters was constructed. His Majesty the Emperor and the Empress payed a visit to the town in commemoration of the 21st National Athletic Meeting, a part of which was held in Yufuin town.

1967 Mr. Iwao took office in the fourth term of his service.

1968 The sewage disposal system was established by the town.

1969 Mr. Iwao attended the meeting of the International Federation of Local Self-governing Bodies held in Vienna.

1970 The new building of Yufu primary school was constructed.

1971 The Centre for Providing School Lunch was established. The refuse disposal plant was constructed. Mr. Iwao took office in the fifth term of his service.

1972 The Chuo Kominkan was built with the floor space of 1,872 square meters. The lighting facility was added to the ground of Yufu primary school. The town declared to be the Town of Youth. The indoor swimming pool was opened by the town.

1973 The welfare centre of the town was opened. The town people's sports ground was completed.

1974 Mr. Shimizu was elected to be mayor, replacing Mr. Iwas, the first town-mayor. Mr. Iwao was elected to become a member of the House of Councillors.

**Activities of the 'Society to Think about the Future of Yufuin'**

In the last stage of Mr. Iwao's service in the town office, a voluntary movement led by a group of young people occured in Yufuin, which was to protect against the invention from outside the town. Since the end of the defeated war, the town people had been making desperate efforts for the reconstruction of the town. When they gained somewhat suitable standard of living after the

economic expansion during the decade of 1960s, they were forced to face a strong influence that might give the town a severe damage. 'The society to think about the future of Yufuin' was organized to cope with such a new problem. The report on the activities of this society won a prize for 'People Movement to Create a Future Community' in 1973, which was offered by the National Federation of Life-Reform Movement. This award scheme was introduced by the Federation in 1970 with the financial support from the Prime Minister's Office to find out good examples of community development movement all over Japan and to promote mutual cooperation and stimulation among them. About five cases have been awarded the prize every year. I will introduce the outline of their activities, for it will also represent another example of our present theme.

1. The Birth of 'the Society of Preserving Nature'.

   As a man wants to have a nice looking face, a community wishes to have a nice looking entrance into it. It was June 1970 when a sudden news was reported to the town, telling that Inoseto, a beautiful plain of marshy plants at the entrance to the town from Beppu, was in danger of being converted into a golf course. A group of people who thought that would be terrible gathered together to discuss the matter and put it as an agenda of the board of directors of the Tourist Business Association. Their arguments gave birth to 'the Society of Preserving Nature' in August, the board member of the Association being the core of the movement. This society was the predecessor of the main body of the movement followed. Some of the work done by the society are as follows:

   (a) Inoseto issue: They made an appeal to the town office first of all, pleading the importance of preventing the attempt to convert Inoseto into a gold course. It was lucky for them that the town mayor Mr. Iwao was at the same time the president of the Society for the Prevention of Nature in Ohita prefecture, and the movement was soon spread all over the prefecture through his influence. And at the prefectural meeting of considering the counter-measures to the attempt, which was held in Yufuin, they expressed their official objection against the plan. And they also prepared a petition to the Ministry of Health and Welfare as well as to the Congress of Town and Village Mayors of Ohita prefecture. At the same time they sent an opinionaire on the issue to one hundred noted persons who were familiar with Inoseto, expecting to receive their comments about the objection movement, and they released reactions to the press. Some of them appeared in the newspapers, nation-wide as well as local, and gave a strong influence to the public opinion. And they finally succeeded in stopping the plan.

   (b) Publishing of the Society's Organ 'Hana Mizu Ki': Bearing in mind the importance of interchange of opinions, they started the publishing of an organ in December 1970, to

stir up public discussions on the problem widely among the town people. The title of the organ literally means a dogwood or a cornel, but each word of 'Hana Mizu Ki' represents, at the same time, 'Flower, Water, and Tree' in Japanese, which is a very suitable title for their intention to preserve the precious gifts of nature. It had a sub-title, 'the magazine of town-building' and we read the following passage in its first volume: "The only thing that we can leave to our children is the calm and decent atmosphere of this town. There exist a lot of convenient assets and facilities throughout Japan, but they never cultivate children from inside. . . . . We hope that the Hana-mizu-ki will become a good place for the town people to express their opinions freely for the fruitful future of the town, and that the mayor himself will join the discussion on the magazine."

(c) Expelling of the gangster organization: Being not far from Beppu, which is full of amusement centres and gay quarters, the town of Yufuin had been subject to the influence of gangsters. But the strong desire of the town people to make their town sound and clean burst up when a junto of gangsters planned a party in Yufuin to celebrate their leader's release from the prison on 10th December 1970. A group of people who had wanted to stop this attempt submitted an appeal to the town office and the prefectural police station, jointly with such organizations as the Chamber of Commerce, Association of Tourist Business, etc., and they also informed the mass media of their plan to have all stores close their shutters to demonstrate their will against gangsters. Being encouraged by the support of mass media, the people were united closely to make the same movement, and they won. The town assembly decided, on 21st December, to make a declaration of the town to expell the gangsters and this put an end to the long history of having gangsters in this town.

2. Launching of 'the Society to Think about the Future of Yufuin'.

The movement of the 'society of preserving nature' was continued thereafter and dealt with such problem as: (a) Problem of depopulated area within the town – In the town of Yufuin there is an urban area in the central part of the town where the environment is going to be destroyed, whereas there are scarecely populated hamlets on the fringe of the town, where the prospect of life is uncertain without any help of development plans. The preservation of nature means for them to continue to live in poverty and starvation, and this raised a question to the Society. (b) Problem of Agriculture – The national policy of decrease in rice production caused stagnation among the farmers. There seemed to be a misunderstanding that the society's movement toward the preservation of nature intended to stick them to the rice production. For those farmers who were in great need it was even an implement to sell their unused lands, the preservation of good environment or beautiful

scenery had nothing to do with them. (c) Problem of Tourism Development – There had been a social climate of taking good care of old thatched houses in the town. Those houses were precious from the sight-seeing view-point, but were very unpleasant to live in. They heard a voice saying, "Do we have to live in these uncomfortable houses only because they satisfy the visitors' eyes?" Another antipathy was there. Thus the society had to cope with such new questions, and after a long discussion they decided to change the name of the society, with the intention of avoiding defensive connotation of its name, the preservation. They adopted a new name of 'the society to think about the future of Yufuin'.

3. The Organization of the Society

The Society made its start on 17th March 1971. In the light of the organization of a company, seventeen representative members of different occupations were nominated to the executive members of the society, and they were called board of directors. All the plans and management were at their disposal. Another seventeen of the heads of various organizations were asked to become councillor of the society to give financial as well as spiritual support. The president of the society was nominated by the council members, and the president then designated the executive members, who are to meet from time to time to discuss the matters concerned, to make necessary plans, to put them into implementation, and to make a report to the general annual meeting of the society. Mr. A. Iwao, younger brother of the town mayor, was recommended to be the president, and the councillors were ready to give some investments to the society. The town office also decided to offer 300,000 yen for the publication cost of 'Hana-mizu-ki'.

4. The Work done by the Society

The society has set up three sections or project teams, i.e., on industry, environment, and human resource. The meeting will be held whenever more than two of the members want to meet to have a talk on some matter, and the activities of each division are reported to the monthly regular meeting and then appeared on the 'Hana-mizu-ki'. The followings are some of the results that they have done so far:

(a) The section of industry – The basic idea among them was to achieve self-supporting economics, and one of the ways they tried was to produce miso (bean paste) and miso pickles as the products of cottage industry. They made a survey on what sort of agricultural products might be most suitable to the town and put the result into a map, which was later elaborated by the planning section of the town office. The production of livestock on the plain around the town was another theme for them. And they thought of a way, in which 200,000 yen for purchasing a cow would be paid by a certain number of city people and the farmer in the town would feed cattle for them, intending to share the profit among them. Yufuin was also famous for its production

of Shiitake (a kind of mushroom) and so they proposed to have tourists pick up raw shiitake by themselves as a kind of activity of the tourist industry.

(b) The section of the environment – The problem of the environment was not that of the scenary for them. They had to live in the environment, preserving it, and at the same time making full use of it for their living. The trials in producing miso as the products of cottage industry or picking up shiitake by the tourists were some of the examples of their efforts. But later in 1972 they started to make up a future design of the town environment with a substantial help from the staff of Kyushu Geiko Daigaku (College of Arts and Design) and the University of Tokyo. The project dealt with the physical setting of the future town, paying attention to the entrance to the town from the Cross-Kyushu high way, floods of signboards all over the town, the station square and shopping streets, and the roads where the cars are not allowed to drive, etc. The financial support was given by the Association of Tourist Business, the Guild of Inn or Hotel Managers, the Chamber of Commerce, and the town office as well. And the members of the society participated in the discussions together with the leaders of the community. The results were presented at the cultural festival which was held in the Kominkan on 23rd November, a national holiday of Thanksgiving, and later appeared in the special issue of 'Hana-mizu-ki' on this project. Mr. Iwao, the town mayor, adopted this project which had been made as a voluntary movement among the inhabitants into the comprehensive future plan of the town and the region. The town issued, on the other hand, a regulation on 'the preservation of natural environment' in June 1972 and this was partly due to the appeal which the society submitted to the town office early in December 1971.

(c) The section of the human resources – The problems of the development of human resources are not so easy to work out. There was a controversy among them about the ways of approach to this theme. At the regular meeting of July the problem of juvenile delinquency was put to discuss and since then they have concentrated their attention on the problems of education and of the aged people. Once they discussed on the theme of 'My job and my children' and 'What is Yufuin to myself?' They hoped that would bring about a common concern among the town people with regard to the relationship between the life in the community and their ways of living.

**Components of the Change Agents**

**(Leadership of the town mayor)**

As was the case in the town of Ohyama, the achievements of community development in Yufuin town was indebted a great deal to a strong leadership of Mr. Hidekazu Iwao, the mayor from

1965 to 1973. He was originally a medical doctor, a son of the well-established hospital in the town. During eighteen years of his service at the town office, he made continuous efforts for the town-building. We have already seen the results in the first part of this report on the case of Yufuin, and it will be pointed out that he made full use of the special subsidy from the central government concerning the introduction of a base-camp of the Ground Self-Defence Force, or the nomination of the town as a National Health Resort of Hot-spring. Behind the scenes, we might see his political ambitions to do good things for the town to win a fame, and in fact he became a member of the House of Councillors later. In any way the town is now well equipped with a sports ground furnished with lighting facility, an indoor swimming pool, a purpose-built Kominkan, etc. together with such welfare facilities as water supply system, a sewage dispodal plant, and so on. In the town of this size with a population of 5,000 to 10,000, the work of the integration of education and community services is subject to the leadership of the town head to a great extent. We have seen the cases both in the town of Yufuin and Ohyama.

(The active participation of voluntary organizations)

In contrast with the town of Ohyama where the system of wire broadcasting has contributing a great deal to secure the communication among the people, especially between the town office and the local people, the recent work done in the town of Yufuin has been based on the initiative of a group of people. They have had a core of people in their movements, or a trio. They are all young managers of inns or hotels who were once away in Tokyo or Fukuoka to have higher education and after several years of stay outside the town they came back to Yufuin to succeed their father's occupations. All of them belong to the family of well-off, and they have a fair amount of time to spend for creative work if they wish. One of them used to be an assistant director of a film company in Tokyo, being gifted with creative arts, and since he came back to Yufuin he has been playing the leading part of the society's movement. Another man of the trio was once a culator of a museum in Hita city, and he has a good knowledge of scientific matters, contributing a lot from his standpoint. On the process of carrying out their movement, they became aquainted with numbers of distinguished experts in every field all over Japan, and they were willing to offer any possible help to them. The press, radio and TV producers have always been strong sympathizers and supporters for them, too. Mobilizing and activating all sorts of these powers, the voluntary movement in Yufuin town has still been active.

(The Kominkan)

The programmes of Yufuin Kominkan are not very much different from those of Ohyama. The board of education has its office in the Kominkan with the staff of twenty two at present. Among them ten are devoted to social education, three of them being in charge of the work of Kominkan and another three allocated to a district Kominkan. They are now in the fifth stage of continuous five-year plan which started in 1953 and the main objective of 1976-77 is stated as

follows: With the intention to expand the educational opportunities and to promote people's participation in the learning activities, we are going to achieve: (a) the expansion of learning provisions that have a direct connection with daily living, in a close cooperation with the industrial section of the town office, the agricultural co-operatives, the agricultural extension office, the chamber of commerce, and the association of tourist business, (b) the establishment of self-governing district Kominkan and the provisions to guide the autonomous learning activities among people, and (c) the training of in-leaders of voluntary bodies so that they may be able to carry out the independent programmes of their own effectively.

**Concluding Remarks**

The Japanese case is chosen from the practices of two towns in Ohita prefecture, which is on Kyushu Island, one of the four main islands of Japan. The town of Ohyama is situated in a mountainous area with a population of 5,000, most of whom are engaged in agriculture. The town suffered from the economic expansion of Japanese industry and had to seek the way to maintain their community and develop it under such circumstances. With a strong leadership of the mayor, this community made up a development plan in 1961 for the first time and they called it 'the 1st NPC movement', meaning New Plum Chestnut, because they wanted to rebuild their community on the basis of the production of plums and chestnuts. Four years later they started the 2nd NPC movement, putting the emphasis on the development of human resources. This time NPC represented 'Neo Personality Combination'. And again the 3rd NPC movement was successively planned in 1969 with a slogan of 'New Paradise Community', intending to build up better facilities for their community life. These movements were naturally accompanied by various forms of educational programmes, and most of them were non-formal or 'event-based' ones. On the other hand, the town of Yufuin is situated not far from two of the main cities in the prefecture. It is a town of hot-spring resort, with a population of 12,000. Yufuin was also suffered from the development of urbanization and had to find out the way to continue their existence as a genuine community. The capital investment from outside was going to destroy their beautiful surroundings and their own ways of living, and so a voluntary movement led by a group of young people was taken place to cope with the problems. The movement was promoted by the Society of Preserving Nature at their first stage, aiming to protect the outside influences as is shown in its name. But they soon became aware of the importance of positive action by themselves, not for preservation but for the creation of their new community. They changed their name as the Society to Think about the Future of Yufuin, and proceeded their movements through three sections of the body, i.e., industry section, environment section and human resources section. Some of the fruits or the plans of their work were officially adopted by the town office. In both cases of Ohyama and Yufuin the educational influence were great.



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They offered the educational opportunities in every possible form with the central Kominkan inside of the town office and integrating their services with the Kominkan programmes, and the people themselves made full use of those opportunities. Social education activities are principally based on people's spontaneity and mutual help, and so when we talk of 'community services' we can find out the two-way interaction, namely the provider's (or town office's) contribution and the receivers' (or the people's) contribution. In such a small scale of town as Ohyama or Yufuin, the town office does not necessarily have enough specialist staff; rather many talented people are kept among the general public. Therefore the people's contribution is an essential element for providing good community services. So much so that the learning activity is needed for those who are going to give their service to other people. And so the Kominkan, which is the central organ providing the nonformal education opportunities, is expected to play the key role for the integration of education and community services. In my estimation the Kominkans of Ohyama and Yufuin did play and having been playing this role fairly well.

## NOTES

This paper is written on the basis of the field surveys which I made in Ohyama and Yufuin by interviewing the people concerned and collecting written materials. Some of the written materials are as follows:

A. Publications of Ohyama Town Office

(1) *Tane-o-maku Hitobito-no Kokorogamae* (The attitudes of minds of those who sow)- Lecture series No. 1 of the Town Mayor, 1960

(2) *Chosei-Yohran* (Outline of the town's policy), 1964

(3) *Zu-de-miru Ohyama-machi-no Nohringyo* (Illustration of agriculture and forestry in Ohyama town), 1964

(4) *NPC Suishin-yohkoh* (Guide-lines of NPC movements), 1961, 1965, and 1969

(5) *Shakai-kyoiku-o Susumeru-tameni* (For the development of social education), 1975

(6) *Shizen-kyuyohson Seibi-keikakusho* (Development plan of recreation facilities in the town), 1975

B. Publications on Yufuin

(1) Society to Think about the Future of Yufuin: *Hana-mizu-ki* (Flower, Water, and Tree), No. 1-No, 6, 1971-1972

(2) Local Board of Education: *Yufuin-no Shakai-Kyoiku* (Social education in Yufuin), 1975

(3) Japan Association for Leisure and Culture-development: *Ohita-ken Yufuin-machi-ni-okeru Yoka-bunka-katsudo-no Moderu Kaihatsu* (A model development plan of leisure-culture activities in Yufuin, Ohita prefecture), 1975



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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name MIWA TOKO Phone number (0940)32-2381

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Nation JAPAN

2. Check whether this case is based on

( ✓ ) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Citizen's Learning Network

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). Leisure

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Municipal Board of Education

6. Basic characteristics of service area

A. ✓ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. _____ urban/rural (density of population)

D. _____ worldwide

7. Year(s) covered by the case description 1984 ~



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# The Citizen's Learning Network in Japanese Style

## A. Setting

### 1. General Background

Munakata City in Fukuoka Prefecture is a rapidly expanded new city. It is located between two million cities, Fukuoka and Kitakyushu. Munakata City functions as a so-called bed town. Naturally, new citizens are more than native residents. They do not know each other and they have not developed a sense of community. The lack of community feeling and unfriendly attitude among different residential parts caused some troubles for eneryday life.

### 2. Social Education Basic Survey in Munakata

#### (1) Outline

In 1980, Fukuoka University of Education conducted on behalf of the city a social education basic survey and found out learning and communication needs of citizens. They found that ① citizen's learning need was very high and diversified from everyday life skills to vocational training, ② citizen's desire for social interaction was also very high and they wanted to develop a sense of community, ③ citizen's voluntary spirit was also high and they were willing to devote themselves to the community, ④ affection and attachment for the city is much stronger among citizens who lived longer than citizens who lived less long.

Therfore, Fukuoka University of Education proposed for the city the following social education policies.

#### (2) Proposals

a. In order to provide more various kinds of learning opportunities, the city must increase budget and recruit more number of instructors.



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b. Since professional teachers are already fully utilized, the city must recruit new instructors from lay citizens.

c. Lay instructors must be voluntary in order to enhance the spirit of cooperation and organize activities of mutual assistance in the community.

d. A new learning system such as "learning network" or "free university" must be introduced to the city.

e. In order to foster community feeling and promote mutual interaction among citizens, the city must fully utilize "citizen teaching citizen — citizen learning from citizen" system.

(3) Organizing the Planning Board

The city appointed several member to organize the special planning board in order to implement above-mentioned proposal. Five members from the city and members from the Fukuoka University of Education were appointed and formed the Planning Board.

B.Outcomes

1. Goals — Aims and Goals of Citizen's Learning Network

As the 1980 survey pointed out citizens of Munakata vanted to have opportunities of learning and training of various things. Their learning needs go from sports and recreational activities to cultural, vocational programs. However, the existing human resources which are available in social education facilities such as Kominkan (Citizen's Public Center) are very limited and cost a lot. Mainly because these people are mostly professional teachers.

In order to recruit community educational human resources, the Board of Education of the City and faculty of social education of Fukuoka University of Educati decided to develop social educati teaching volunteer system.

2. Benefits

(1) Utilization of Human Resources

In the community, there are many talented people who developed various kinds of knowledges and skills through their occupational and everyday life experiences. In other words, they are human resources in the community. Through this program, we can recruit them and utilize as volunteer teachers in order to respond to the various learning needs of citizens.

(2) To Respond Citizens' Various Learning Needs

Since Japanese modern social condition changes rapidly in various fields, our roles and responsibilities change day by day. In order to adjust new roles, we have to learn new knowledges, skills and behaviors. Various social changes create various learning needs and existing adult learning systems are not sufficient to respond to new trend and needs. Through learning network program we can supply enough number and kinds of teachers so that learning opportunity in the community is greatly expanded.

(3) To Offer Citizens' Worthwhile Activities to Pursue

In modern society people often lost his own feeling of worthwhile existence. Disorganization of community groups, progress of mechanization, extreme form of division of labor cause dehumanization of human life. People began to search themselves something through which they can recover the feeling of worthwhile living. They began to denote themselvesto things in which they are interested. They began to look for mutually fulfilling human relation through activities in which they want to involve themselves. The learning network offers such variety of activities through very informal human network, so that people can feel autonomous participation and positive feeling of accomplishment. The spiritual reward is very high especially for those who became volunteer teachers, because they fully utilize their ability and their contribution is recognized by the community. They express they felt a so called selfrealization through the teaching

activity.

(4) To Develop a Sense of Community through Promotion of Mutual Interaction and Assistance among Citizens

Development of community feeling is mainly based on the amount of human interaction and mutual cooperation which take place in the community. The learning network program provides citizen's mutual learning as it's slogan says; Learn from anybody who are good at; Teach anybody who wants to learn. The mutual learning activities provide opportunities for people to meet, interact and help each other. Eventually they promote mutual understanding and friendship grows. Especially it is well-known that in Japanese culture people become friends each other by sharring same situation and experience. Sharing same situation and participating in the same activity is the key element for people to be acquinted. Therefore, learning opportunity to have same experiences together is one of the way to combine people and develop informal and close human network. The community feeling will be never developed unless people interact first. In this point learning network program has great advantages to prepare for people to encounter.

C. Process

1. Planning

(1) Charactristies of adult learners — accumulation of life experiences and skills

Adults are experienced people. Through their occupation and everyday life they developed and accumulated various knowledge, skills and wisdoms. Though they are not professionally trained as teachers and do not have any qualifications or liscenses in instruction, they are no doubts experts and leaders of respective field. If they are willing to share their time and energy to teach fellow citizens their own knowledge and skills, we can

obtain a lot of lay teachers in many different areas of life. On the other hand, we know many citizens wanted to learn whatever they feel necessary to learn. And they do not care whoever is a teacher. They want to learn from somebody who are good at the subject. Thus our citizen's learning network's slogan was created: "Learn from anybody who are good at; Teach anybody who wants to learn."

(2) History of Munakata Citizen's Learning Network

a. 1982 Munakata City Planning Board for the Citizen's Learning Network was organized.

b. 1984. 3 Recruitment of volunteer instructors was followed by training and registration.

c. 1984. 5 The first Community Learning Network Paper, HIROBA was published and started to organize learning groups.

d. 1985. 5 Approximately 3,000 citizens participate in learning activities through the Network for a year.

e. 1986. 3 The first re-registration training was conducted for volunteer instructors and 23 instructors were newly recruited.

2. Method

(1) Method of Recruitment

Japanese culture requires people to be modest and humble. People are expected to be restrainted in their expression. People who are more culturally and traditionally trained, they are more modest and restrainted in attitude. Though they are very good at certain subject, they do not admit they are good, rather they deny it. Though they are willing to teach their skills, they do not volunteer to do so, because they are afraid that other people may think they are too boastful.

Considering the cultural restraint of Japanese people's expression of willingness, the planning board decided to adopt "neighborhood people recommendation" system. The planning board did not ask directry people to volunteer as community instructors. Instead it requested neighborhood people to recommend those who are good at certain things in their community and different area of everyday activities. The neighborhood people who were requested for recommendation were chairpersons of community autonomy association (CHONAI-KAICHO), Quasi-Kominkan directors, leaders of various community organizations such as sports clubs, culture clubs, senior citizens' association, women's association and so on.

The request for recommendation was sent out individually and directly to these above-mentioned community leaders and at the same time, through the community paper every citizen was requested to recommend such a person if they knew in their personal human network.

Recommendation did not have to be made with a permission of the person who were recommended. Therfore, individual personal interview was made by the planning board after all the recommendation was complated. The board have to find out if he/she was willing to cooperate for the learning network activities and if so, in what conditions. The recommendee were basically very excellent, though many of them refused and retired the recommendation because of personal reasons. One hundred seventy some people were recommended and finally one hundred some people were remained as volunteer teacher candidates after the interviews.

(2) Orientation Guidance for the Volunteer Teachers

The orientation guidance course was prepared for the volunteer teacher candidates. The course consists of 5 days for education and cultural activity instructors and 6 days for sports and recreational instructors. The course curriculum was designed as follows:

I. The course for candidates of hobby, housekeeping and living, culture and traditions

a. The significance and system of citizen's mutual learning (6 u.).

b. The characteristic and attention points of learning activity of Youth (3 u.).

c. The characteristic and attention points of learning activity of Adult (3 u.).

d. How to proceed the learning activity and how to promote human relationship (3 u.).

II. The course for candidates of sports, exercize and recreation

a. The significance and system of citizen's mutual learning (6 u.).

b. The function of body and safety management (9 u.).

c. How to proceed the sports activity an how to promote human relationship (3 u.).

In the beginning the course was planed for two weeks and about 30 hours, however, the board found out that it was impossible to require people to attend for such a long period to obtain the teaching qualification. The boad dropped all the courses of educational method and learning psychology. So, even after the orientation guidance course, people are not given any special information on how to teach or how to deliver the lecture.

After all, volunteer teachers performed beautifully, they invented and created their own teaching method and instructional devices. Most of learners answered to evaluation questions that they are satisfied with volunteer teachers in 1985.

(3) Registration as Volunteer Teachers

After completing their orientation and guidance course the candidates were qualified and registered as volunteer teachers of citizen's learning



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network. Their respective teaching subject and careers were introduced through a community learning paper which was issued monthly. They were formally qualified to teach when citizens requested their help and receive ¥2,000 as transportation fee per a class. Thus one hundred lay and volunteer teachers are created and recruited in the city.

3. Promoting of Participation

In order to get more participation, Citizen's Learning Network Management Office publishes the original community learning newspaper "Hiroba" once a month with help of volunteer editorial staff. Through it, they provide various information about learning activities to arose volition for learning activity among citizens and try to make learning atmospher in the community. They also get evaluation of volunteer teachers by introducing them on it. Thus the newspaper connect citizens and learning activity effeciently.

D. Inputs

1. Participants

Participants of learning network is diversifies from member of children's association to member of senior citizen's club. They can join the learning network program individually and by a group. Learning groups organized by the minimum number of five and some groups are large in number such as children's association. The period of learning varies according to teacher's convenience and learner's desire. Some classes last for years and meet regularly once a week and other classes meet only three to five times a year.

Statestical data of participants of these four years are on next page.

| | Learner | Teacher | Class |
|---|---|---|---|
| 1984 : | 1,543 | 79 | 115 |
| 1985 : | 1,367 | 86 | 113 |
| 1986 : | 1,081 | 92 | 119 |
| 1987 : | 1,761 | 78 | 110 |

2. Staff — Citizen's Learning Network Management Office

To coodinate learners and volunteer teachers and organize learning opportunity, there is Citizen's Learning Network Management Office and two staffs are there as full-timer. It has "educational brokering function", in other words the function to connect the person who vants to learn and the person who vants to teach. Basic functions of the office be as follovs;

a. Recruitment and training of the volunteer teachers.

b. Registration of volunteer teachers.

c. Organizing the learning group and introducing and sending teachers.

d. Public relations and information service to community such as a Community Learning Newspaper.

e. Resarch, study and evaluation of this project.

3. Content

Basically the class is created when there is prospective teacher and at least five learners. But in order to establesh classes efficiently, the planning comittee decided the basic guideline as follovs;

a. The class shold be opened according to the learning demand among citizens.

b. If there expected some danger, the class must not be organized.

c. If the proposed subject is related to commercial, political and religious activity, the class must not be organized.

d. The class shuld not obstruct existing programs and associa tions.

And they established five main categories of subject as follovs;



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A. Hobby

B. House keeping and living

C. Sports, exercize and recreation

D. Culture

E. Traditions

and opened 81 classes at first.

4. Finances

There are two kinds of incomes. One is the subsidy from Munakata city and another is learning fee.

Munakata city and subsidize about ¥7,500,00 a year to surport this project. On the other hand, each learner pays ¥300 per a class. The minimum number of the learner to form one class is five, and the management office pays ¥2,000 to volunteer teachers as transportation fee. So in case of five member class, it is subsidized ¥500 (¥2,000−¥300×5) from Munakata city. But if there is 10 member class, office gain ¥1,000 (¥300×10−¥2,000). With these profits, the office made Munakata Citizen's Learning Network Fund and use it for the classes ,for example, to organize the exibitions.

E. Influence and Evaluation

In 1984 the Steering Committee of Citizen's Learning Network conduct a survey of learners and found out program influences and evaluation.

1. Evaluation of learners toward the learning network program was very high as shown follow questions and answers;

"Was a learning program satisfactory as you expected?"

Yes ... 99.0 %

No ... 1.0 %

2. Evaluation of learners to volunteer teachers was also very high as shown

follow.

"How do you evaluate teachers?"

Good ... 99.0 %

No good ... 1.0 %

And to speak about evaluation of the content of the class, more than 90 per cent learner were satisfied with it.

3. Motivation of participation

Reasons for learning varies. However, interest on subject matter was the most important factor for participation. People's motivation of participation was as follows.

a. Interested in subject. . . . . 74 (%)

b. Recommended by friends . . . . . 10

c. Had free time. . . . . 10

d. Knew a teacher . . . . . 11

f. Interested in Network program. . 8

( Pluaral choices)

4. People who wanted to continue studing were more than 90 percent.

5. As it is shown follow, more than 80 per cent people found new friends and 20 per cnet of those developed interaction network not only in learning situation but also in everyday life. There was clear evidence that the learning network promoted human interaction in the community.

"Have you been acquinted with new people throuth network activities?"

Yes ... 78.0 %

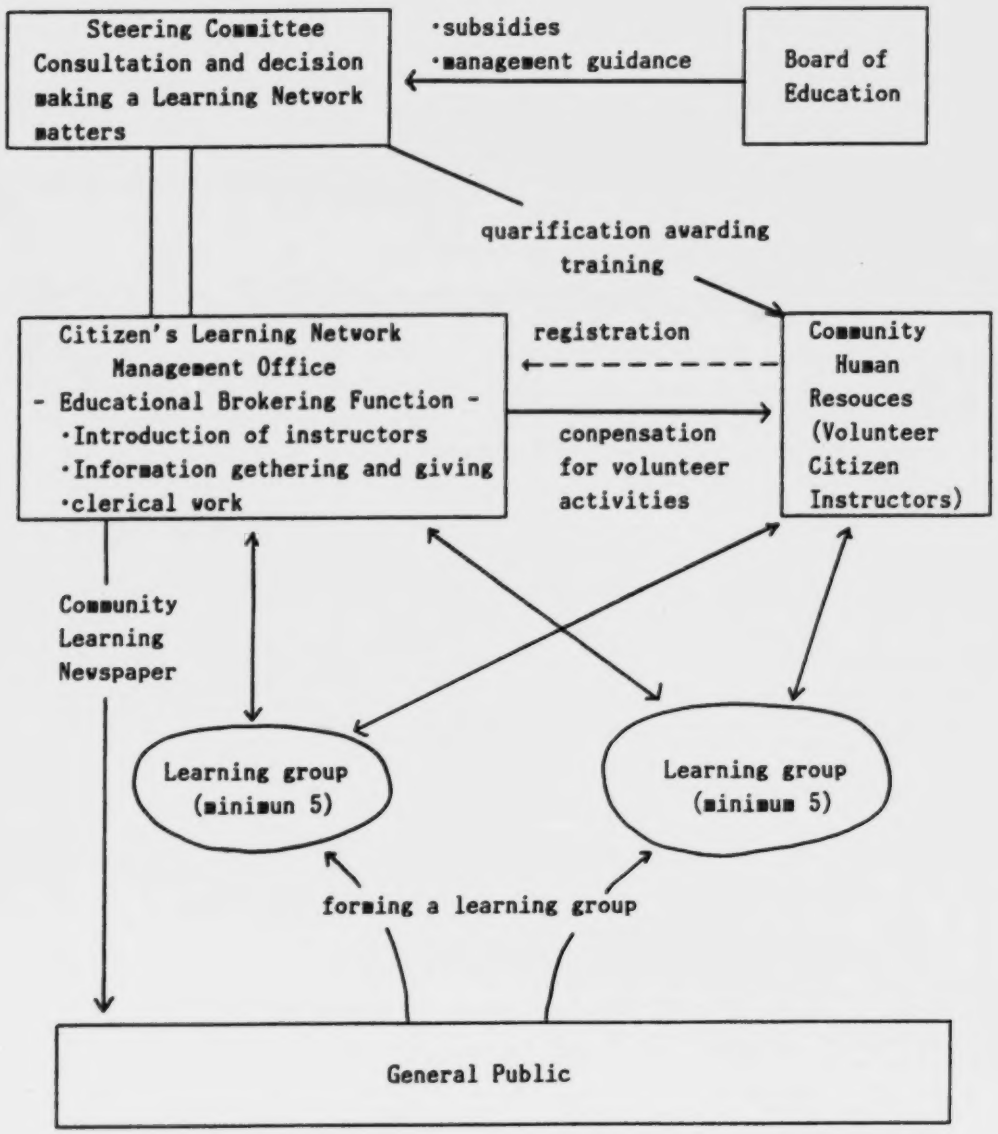
No ... 22.0 %

Considering these results, we can say the Citizen's Learning Network program could develop a sense of community effeciently through mutual interaction and assistance among citizens.



25B12

# The System of Utilization of Community Human Resources



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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

   Name Fukuchi, Takashi Phone number _____

   Organization Inamino Gakuen

   Street Address _____

   City or Town _____ State or Province _____

   Nation Japan

2. Check whether this case is based on

   ( X ) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   The Founding of a University for Senior Citizens

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). _____

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   University, Higher

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. _____ nationwide

7. Year(s) covered by the case description _____

Fukuchi, Takashi. "The Founding of a University for Senior Citizens," in Munro, S. and K. Ohashi (Eds.), Koureika Shakai to Kyoiku. Education in an Aging Society, Tokyo: Chuoh Hoki Shuppan, 1985, pp. 295-313.

## The Founding of a University for Senior Citizens

Inamino Gakuen, university for the elderly, is the first large scale institution of its kind, and is even known as the "mecca" of continuing education for the aged. It was founded in 1969 at the site of the former state agricultural junior college in Hiraoka Cho in the city of Kakogawa in Hyogo Prefecture. Inamino Gakuen is a mere 10 minute walk, or 800 meters northwest, from the East Kakogawa station in Hanshu Hirano on the Japan Railway Sanyo line. The area of the campus is 45,536 square meters, and the buildings measure 4338 square meters.

The school is nestled in a serene forest, giving one a peaceful recess from the hustle and bustle of city life. Running through the grounds is a 300 meter long tree lined avenue. These trees bloom in July. The campus also includes an orchard, vegetable gardens, flower gardens, and a pond. You can hear birds singing in the woods, and bees buzzing in the flower gardens.

Inamino Gakuen has a four year undergraduate college course and a two year graduate school. The school also features a radio college program utilizing a private broadcasting station. In 1984 there were approximately 4000 students enrolled altogether.



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Because of its unique character and success, Inamino Gakuen attracts numerous visitors from Japan and abroad. Distinguished guests include Paul Lengrand an advocate of life long education.

Many of the buildings on campus are aging, so in the fall of 1984 a rebuilding project was started. The students are participating in the construction of unique one story wooden buildings which should be finished in the near future.

## The Establishment of Inamino Gakuen

Proposals for the construction of a university for the elderly on the grounds of a former agricultural college were first raised in October, 1968. After significant debate on the issue the Prefectural Board of Education budgeted 2,300,000 yen (about $7500) for such an institution in 1969. This was the beginning of Inamino Gakuen.

At that time the aging of Japan was just beginning and few people thought seriously about education for the elderly. Most people thought that the care of elderly should be left to the family. We should truly appreciate the foresight and leadership of the prefecture during that time to take the initiative in education for the elderly.

Prior to that time, I was principle of the high school which was connected with the agricultural junior college. In the late 1960's, the junior college was merged with another agricultural university in Hyogo, which subsequently came under the admini-



25 c/2

stration of the state university in Kobe. Due to these changes, the campus of the former junior college and high school were no longer needed and were returned to the prefecture in March, 1969. There were many ideas to use the school grounds, but the plan to build a university for the elderly took priority. I was chosen by the school board to carry out the initial plans, and later to be the president of Inamino Gakuen, a post I have had for eleven difficult years.

As there was no precedence for this kind of institution, we were not sure how to go about creating such a school. We discussed the plans with leading educational figures and also got input from the teachers of the agricultural high school. We came up with a design which was accepted by the governor and the Prefectural Education Committee.

Our plan focused on cultural activities, especially daily living and manufacturing. We tried to avoid mere entertainment. Our school is similar to the agricultural school in that we stress production, and this has been successful with the elderly.

## The Opening of Inamino Gakuen

Inamino Gakuen opened on July 1, 1969. Due to a severe thunderstorm, we didn't expect many to attend the opening ceremony. We thought maybe 100 students would come out in the rain. But in spite of the storm we had 230 students, 90% of the student body.

Classes began on July fifth. In the morning we had general education classes and in the afternoon teachers lectured in specialized fields.

In September the prefectural government decided to fund us an extra 5,500,000 yen (about $18,000). We were able to repair the school buildings and build bird houses and a pond. These projects helped the students become more enthusiastic about their studies, and gave them a sense of ownership in their school.

Club activities were started in the second semester. The *haiku* club and the *tanka* (7-5 short poem) club were especially popular. The students seemed to be genuinely satisfied and many expressed a desire to continue studying.

At that time Inamino Gakuen had only a one year program. Because of the demand the program was extended to two years. Still there was tremendous demand for more so the school expanded to three and then four years. Thus, we now have a four year college for senior citizens.

In August, 1969 a correspondence course was started to meet the needs of the students who could not commute. By 1977 this course was fully developed into a "University of the Air," utilizing a private radio station.

## The Eagerness of the Elderly to Learn

Education for the elderly is one aspect of "life-long education." It is of great importance that we develope the human



25c/4

capacity to its fullest. Thus, a program for the elderly which is designed for them to merely kill time or do something fun is inadequate.

In this age, scientific technology moves forward at a frantic pace. Our environment changes rapidly. We live in a pluralistic society and consider some of our past learning to be outdated. Before the war, social change was relatively slow, and conventional knowledge and experience were adequate for a life time. Now the situation is different. More than we realize, many elderly people are eager to learn new ideas.

In the first few years that Inamino Gakuen operated, students were admitted according to the order of their applications. However, over the years the applications increased, and eventually, on the first day of accepting applications twice the number of places available were received. Since then, lots are drawn to determine who is admitted. Any resident of Hyogo prefecture over the age of 60 is eligible to apply.

## Three Educational Objectives

The three main objectives for Inamino Gakuen are challenging the way of students' thinking, developing students' faculties, and promoting health and well-being.

In order to live appropriately in this changing world, we must modify our attitudes and must be willing to be challenged. We try to help students to be flexible and to be able to make



25c/5

sound judgments. This is what is meant by "challenging the way of students' thinking."

Therefore, we require all students to take general education courses. We stress a liberal arts education. Prerequisites include literature, philosophy, history, economics, religion, and current events. Our goal is to be more practical than scholarly in the way we teach these subjects. For example, we point out how the world economic and political situation affects our lives, how the medical system functions, and how to make a will. The elderly are especially eager to learn when they can relate to the subject matter. By giving students new information and challenging their way of thinking, we see few students repeatedly grumbling "when I was young, it was like this...".

## Developing Students' Faculties

Education is an undertaking which brings out the individual's latent abilities and assists in growth and development. Education for the elderly is the same in this respect as education for young people. Paul Lengrand, an advocate of life long education, understands this ability for growth throughout the life cycle. Lengrand states that "the ability to learn is just another habit; a person who learns how to study can continue to learn and be introduced to new subjects. Studying can ward off



25c/6

senility, and for some activities, regular study and practice will lead to continual progress.[1]

It is said that there are two types of intellectual development. "Transient intellect" develops at an early age but soon deteriorates. The other type, "crystallizing intellect", continuously matures with experience. At the university for the elderly, we have seen many elderly people develop their crystallizing intellect through new studies, because of their broad past experiences and educational background.

In the field of cerebral physiology, there is a thesis that the functions of the cerebral hemisphere dealing with judgement, thinking, and creativity do not deteriorate until the very latest stage of life. Many of the older students show amazing abilities in artistic and emotional expression, and in technical achievements. We especially see this in major subjects and in club activities.

## Promotion of Health and Well-being

The life span for Japanese people is increasing every year. However, this is not necessarily in and of itself a good phenomenon. What we hope for is a *healthy* long life. "To be healthy until death" is a common wish of the elderly.

---

[1] Paul Lengrand, *Introduction to Life Long Education.*



25 c/1

Illness does increase with advancing age. However, we must acknowledge that health status is influenced a great deal by good or poor health upkeep. It is essential that educational institutions for the elderly include health awareness courses. Inamino Gakuen has developed health courses promoting proper diet and hygiene, disease prevention, first aid, and exercises appropriate for senior citizens. There is also a class for *shiatsu*, finger pressure message, as one aspect of health maintenance.

It is alright to wish for a sudden death, but it is more important for the elderly to get actively involved in their own fitness regimen.

## Three Areas for Course Planning

The curriculum is divided into general education, major subjects, and club activities.

All students are required to take general education courses. We emphasize a broad view of education, with the aim to change their views, raise their level of consciousness, and broaden their world view. This is important to prevent mental decline.

Students choose a major when they enter the school. The purpose of majoring in a particular subject is to promote the individual's specialized knowledge and abilities, and encourage life long interest in the subject.

Participation in club activities encourages hobbies and improves special abilities. The students take charge of their

own clubs. To start a new club, at least 20 members are required, as is an appropriate leader. After a year it may be established as an official club. Club leaders are generally found from among the students or alumni. Clubs are financed through the student government and through students' fees.

Most of the clubs are traditional Japanese arts: *yokyoku* (traditional Japanese singing), *Shigin* (singing traditional short songs), *tanka, haiku, Shugi* (crafts), *kado* (flower arrangement), *sado* (tea ceremony), *shodo* (calligraphy), *bijutsu* (painting), *suibokuga* (Japanese water color), *buyo* (folk dancing), art and music appreciation, *minyo* (folk songs), vocal ensemble, *engei* (ornamental gardening), *nomenzukuri* (mask making club), social dancing, sports clubs, and *igo* (Japanese checkers).

**A Day at School**

Students fill up the classrooms by 9:30. They are seated as they arrive, so that those who are early get the best seats. It is hard to see the blackboard from the rear, so those who are really interested arrive promptly. Some students commute two or three hours from *Tanba, Tsuba,* and *Awaji* Island. They leave the house soon after 6:00 am, and get home around six o'clock in the evening.

At 9:40 everyone goes outside for calisthenics. Students attend general education lectures from 10:00 to 11:30. After that they practice singing and have general announcements. This



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is followed by lunch. Some eat sack lunches, and others eat in the school cafeteria.

There is break time after lunch. Some work in the vegetable gardens or walk through the grounds, while others sit on outdoor benches and converse with friends.

Students attend their major subject classes from 1:00 to 2:30. Students can major in one of five areas: horticulture, life style and the environment, social studies, cultural studies, or ceramics. In the graduate school students can major in health and nature, social life and culture, or social studies.

After classes are finished, some remain for club activities. However, many go home right away, particularly if they have to commute a long way.

Students have classes one day a week. College freshmen attend on Mondays. Tuesdays are for college sophomores and first year graduate students. Juniors in college have class on Thursday, while college seniors and second year graduate students have class on Fridays. Wednesdays and Saturdays are set aside for club activities. Clubs include students of all class levels.

The university's cultivation area is 16,000 square meters, and is the site of flower gardens, vegetable gardens, and orchards. Students who are interested in working register, and are then assigned a time on a rotating schedule. Students get to learn about growing fruits and vegetables, grafting, pruning, and how to raise fish. For most students, field study is more

enjoyable than lectures, and also makes the lectures more easily understood.

## The Graduate Program

After much anticipation, the two year graduate program was begun in April, 1977. As the number of senior citizens increases, it becomes ever more important to have leaders emerge from amongst the elderly. It is hoped that elderly people would take leadership roles in club activities, in the classroom, and in society. The graduate program was developed with these ideals in mind.

Successful applicants for the graduate program must demonstrate leadership qualities. They should already be active in some area before they enter this program. Applicants are selected on the basis of recommendations and their written statement of purpose.

## University of the Air

Some who would like to study cannot commute to the university. Thus, it was necessary to provide education opportunities to more people.

A correspondence course was started in 1977. This was expanded into a radio broadcast program for the elderly by utilizing *Radio Kansai*, a private radio station. Inamino Gakuen



25 c/11

professors prepare lectures which are broadcast Saturday mornings from 6:30 to 7:00. A new course is broadcast yearly.

Every month an accompanying booklet is sent out to participants, who must read the material, listen to the lecture, and report their observations via postcard. The professor in turn sends comments back to the student. At the end of the year the students attend an overnight, two day wrap up session to meet with others who studied the same material, and to provide encouragement to continue studying on their own.

It is possible to enroll for credit as a regular student for one year. However, students may also enroll as auditors unlimited times. Regular students are limited to Hyogo Prefecture residents over 60 years old, but there are no restrictions for auditor status. Thus, there are several dozen auditing students from outside Hyogo Prefecture.

**Student Body Make Up**

The total number of Inamino Gakuen students in 1978 was 3,786, ten times the number when the university opened. About two thirds of these students were between the ages of 65 and 74. There were fifteen students 59 and under, all of whom were university of the air auditing students. At the other end, there were 150 students over 80.



25 c/12

Of the 3,786 total students, 1,953 were undergraduate students, 234 were graduate students, and 1,599 were university of the air students.

The most popular major among undergraduates was horticulture, with 764. The next most popular were life style and the environment, with 483, and cultural studies with 382. There were also 201 students majoring in social studies, and 123 majoring in ceramics. The graduate students were divided fairly evenly with 82 majoring in health and nature, 78 in social life and culture, and 74 in social studies.

## Student Financing

From the social welfare point of view, the cost to the individual for continuing education should be minimal. Until 1976, students did not have to pay any university fees, but since 1977 when the Endowment for Life Enrichment was established, students have been asked to pay a nominal portion of the school expenses. Students fees are set as follows:

| | |
|---|---|
| entrance fee | 1000 yen |
| tuition | 4000 yen |
| student gov. fee | 2000 yen/year (grad students - 1500 yen) |
| club fee | 1000 yen (grad students - 500 yen) |

Students must pay for their own commuting fees, which can be quite high if they have far to travel. University of the air fees are 4000 yen for regular students and 3500 yen for auditors.

These fees are primarily for text publication and postage costs. The prefectural budget for universities for the elderly was 105,522,000 yen, distributed among 24 institutions within the prefecture.

## Job Registration

There is an ancient proverb, "pound the nail while it is hot." It is a mistake to take this to mean that you have to complete your education while still young. Education should continue throughout the life time, and if continued will have valuable results. There are many people who do not recognize the significance of education for the elderly.

Hyogo Prefecture has established a job service for senior citizens. Graduates of the university for the elderly register, so that they can use their experience, knowledge, and technical skills in the social setting. As of 1983, 782 people were registered. From the inception of this program in October, 1979, through 1983, 2222 people found jobs.

## Alumni

In 1973, 153 students graduated from the undergraduate program. In recent years around 450 students graduate every year, so that by 1983 there were 3700 alumni of the undergraduate program, and 440 alumni of the graduate school. Many graduates,

25 c/14

such as Tokuji Iwasaki, are taking leadership roles in society and in senior citizens' organizations after they leave Inamino Gakuen. Iwasaki was the first student body president, and after graduating became head of the alumni club. Furthermore, before passing away, he was chairperson of the senior citizen center in the city of *Kakogawa*, and also head of the Prefectural Association for Senior Citizens.

Numerous alumni have become leaders in promoting life long education and in forming study groups for the elderly. (DYL: In typical Japanese fashion, the following people are identified only by their last initial. I will use the Japanese title "San," which is used in the original, and is roughly equivalent to our "Mr.", "Mrs." and "Ms.".) Y. San created *Sazanami Gakuen*, a study group in Kobe which functions without government assistance. T. San is president of a club for the alumni of universities for the elderly, which promotes independent study in the city of Amazaki. Another T. San is president of a club in the city of Kanishi that meets to study Buddhism. Y. San presides over the reading club in the city of Ono. A. San is the chairperson of the *Aman* Study Group in *Awaji*. There are numerous other examples such as these.

M. San teaches ceramics in his home studio, and has several dozen students. There are many other Inamino Gakuen alumni teaching ceramics. O. San has over 60 years of experience with *bonsai*. He studied at Inamino Gakuen for six years in undergraduate and graduate programs, concentrating on botanical

chemistry, formerly his weak area. O. San now has an impeccable reputation as a teacher of *bonsai* at his alma mater, at other educational institutions for the elderly, and on his own.

Many alumni are also active in *shodo* (Japanese calligraphy), and in art. K San has more than 200 students in watercolor. Some alumni are also teaching *shiatsu* (finger pressure message).

U. San has been a matchmaker in *Himeji* for more than ten years, arranging marriages for young couples. Y. San in *Ono* and H. San in *Kobe* are doing volunteer work at *Izumo* (Shinto) Shrine.

The most successful approach to life enrichment for the elderly, is for them to be of use to others. Many graduates of Inamino Gakuen feel good about life because of their volunteer activities. The volunteer Himeji Shirasagi Dance Club, made up of Inamino Gakuen alumni, have performed at nursing homes throughout southern Japan, with up to 60 appearances a year. They even pay for all of their own expenses while on the road.

**Administration**

Since its beginnings, Inamino Gakuen has been managed by *The Administrative Committee of Inamino Gakuen, a voluntary group* which was commissioned by the prefecture.

However, as the school grew, the group became concerned about many problems, especially the lack of any legal assets. Thus, in 1977, 30,000,000 yen was raised to start the Endowment for Life Enrichment in Hyogo Prefecture. This capital was raised



25c/16

through the Hyogo Mayors' Council, the student body, and the alumni. Administration has been more steady since the creation of the endowment, which is now located on the school grounds.

Several other foundations have been created to work together with this endowment. These foundations not only administer Inamino Gakuen, but also 24 other junior colleges for the elderly which were established since 1970. They also oversee a senior citizens' botanical garden, a ceramics center for the elderly, and a center for medicinal herbs.

## Craft Shop for Senior Citizens

Inamino Gakuen students create numerous outstanding products in their club activities. Thus, a few years ago, a supermarket's arts and crafts store invited the clubs to sell some of their creative handiwork on consignment. The selected crafts, water-color paintings, and ceramics sold well and received high marks from customers. Therefore, they asked the students to sell their art work regularly. Since then an enterprise was started to open arts and crafts stores for the elderly. Four stores are now operating within the prefecture. In addition, several times a year, five department stores feature arts and crafts items made by elderly people. Items sold include ceramics, crafts, paintings, calligraphy, sculptures, wheat weaving, bamboo crafts, and wood crafts. Total sales so far are 51,000,000 yen (about $200,000).



25c/17

This project includes products made not only by Inamino Gakuen students, but also from elderly people throughout Hyogo Prefecture. After a handling fee is taken out, the remainder is returned to the artist.

## Sister Schools

Many people heard about Inamino Gakuen after it was founded in 1969. Other cities soon asked if they could participate in the same project. Thus, a year later six sister schools were opened. Gradually more schools were added so that by now there are a total of 29 sister schools for the elderly in Hyogo Prefecture.

Five of the sister schools have a four year curriculum and meet in prefectural meeting houses. The other 24 schools are two year institutions that use local public facilities. The prefecture has financed all of the schools.

The founding of so many educational institutions for the elderly caused a great amount of awareness as to the necessity of learning opportunities for senior citizens. Thus, numerous towns and villages established their own classes for the elderly, following the lead of Inamino Gakuen and its sister schools.

## Education for the Elderly in Hyogo Prefecture

Education for the Elderly has flourished because of the model of Inamino Gakuen. This school has had a big influence, not only in Hyogo Prefecture, but throughout Japan.

The Ministry of Education commissioned a film company to produce a movie about continuing education entitled *Rogo wo Kaeru* (Improving the Life of the Elderly). This movie was primarily filmed at Inamino Gakuen and *Shinshu*. In 1973 The Ministry of Education used this movie to promote education for the elderly in all of Japan.

Since 1975, the administration of universities for the elderly in Hyogo Prefecture was transferred from the Prefectural Education Committee to the Governor's Local Task Force. Since then, these educational institutions have improved ties with clubs for the elderly. There has been a growing recognition of the educational needs of the elderly, especially under Governor Tokitada Sakai.

If we were to draw a diagram representing education for the elderly in Hyogo Prefecture, at the bottom of the pyramid would be the University of the Air. Above that would be 263 locally sponsored classes for senior citizens, and above that would be the 21 prefecture supported junior colleges. Next would be the five four year programs, and at the top of the pyramid would be Inamino Gakuen's four year program and the graduate school.



25c/19

Here are some statistics on how many students are involved in the various educational programs for the elderly in Hyogo Prefecture.

| | |
|---|---|
| Inamino Gakuen Graduate School | 221 |
| Inamino Gakuen college program | 1,923 |
| Other four year colleges | 1,297 |
| Junior Colleges | 3,997 |
| Locally sponsored classes | 32,961 |
| University of the Air | 1,313 |
| total students | 41,712 |

The total does not add up exactly because a few students are in more than one program simultaneously.

In the 1980 census, the population of Hyogo Prefecture over 60 years old was 664,161. Only 6% of the senior citizens are involved in educational programs. This is not yet satisfactory, but we do have hope that more opportunities will be available for the elderly in the future.

25 c/20

# A WORLD PERSPECTIVE: AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

## Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

For additional information, contact:

Professor Alan B. Knox
Continuing Education
University of Wisconsin-Madison
264 Teacher Education Building
225 N. Mills Street
Madison, Wisconsin 53706, USA
Phone: (608) 263-2937

NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
   1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
   2. Needs (indication that a problem or educational need existed that the program should address)
   3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
   4. Content (major subject matter fields)
   5. Finances (money and in-kind support from any source)
      To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
   6. Facilities, equipment, materials
   7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
   1. Positive influences that help or contribute to the program's effectiveness or success.
   2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.